DOCUMENT RESUME

ED 418 083 SP 037 875

TITLE	Teaching's Next Generation: Five Years On and Growing. A Follow Up Report with a National Directory of Precollegiate Teacher Recruitment Programs.
INSTITUTION	Recruiting New Teachers, Inc., Belmont, MA.
SPONS AGENCY	DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE	1996-11-00
NOTE	81p.
AVAILABLE FROM	Recruiting New Teachers, Inc., 385 Concord Avenue, Suite 103, Belmont, MA 02178 ($6.95 plus $3 shipping and handling).
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Research (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Career Awareness; *Career Choice; Elementary Secondary Education; Higher Education; Minority Group Children; Minority Group Teachers; Preservice Teacher Education; Program Effectiveness; Program Evaluation; *Student Recruitment; Students; *Teacher Recruitment; *Teaching (Occupation)

ABSTRACT

This report presents the results of a followup survey conducted in the 1994-1995 academic year to examine the Pathways to Teaching Careers Program. This program recruits qualified individuals, particularly minorities, who want to become teachers and work in hard-to-staff, low income, rural and urban public schools. Candidates are recruited from nontraditional sources and include school-age students. In 1992, a study investigated program effectiveness. The study included a survey of programs designed to encourage school-age children to consider careers in teaching; site visits to selected precollegiate teacher recruitment efforts identified by the survey; comprehensive literature reviews; and scans of foundation-, state-, and federally-supported precollegiate teacher recruitment initiatives. The 1994-1995 followup survey involved 253 programs. The survey examined whether or not the precollegiate recruitment programs were effective enough to warrant continued or extended foundation support. Results indicated that over the years, programs became more selective in accepting candidates and significantly increased efforts to recruit minorities. Programs made progress in nine areas: connectedness, apprenticeship-style activities, adequate staff support, clear entrance requirements and high expectations, sufficient resources, resources for college matriculation, modeling an evolving concept of teaching, rigorous evaluation, and long-term commitment at all levels. The publication provides a checklist of recommendations for stakeholders concerned with precollegiate teacher recruitment nationwide. A directory of precollegiate programs by state is included. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TEACHING'S NEXT GENERATION:

A FOLLOW UP REPORT WITH A NATIONAL DIRECTORY OF PRECOLLEGIATE TEACHER RECRUITMENT PROGRAMS

ED 418 083

S1637815

FIVE YEARS ON AND GROWING

PREPARED BY RECRUITING NEW TEACHERS, INC.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

N. Housman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

2

Teaching's Next Generation:

A Follow up Report with a National Directory
of Precollegiate Teacher Recruitment Programs

Five Years On and Growing

November 1996

Prepared by
Recruiting New Teachers, Inc.

Acknowledgments

Recruiting New Teachers, Inc. gratefully acknowledges the support of the DeWitt Wallace-Reader's Digest Fund for the second national survey of precollegiate teacher recruitment programs (Survey II). Several RNT staff members and consultants deserve special recognition for their contributions to the report and national directory: Elaine Yoneoka for layout and design, Janet Angelis for editorial assistance, Heather Meeker Green for compiling the directory, and Dr. Elizabeth Fideler for overseeing survey research and analysis. We also wish to thank all the project coordinators who took the time to share key information with us—over 250 middle and high school teachers and administrators, school district personnel directors, college/university faculty and administrators, state education agency officials, and more.

Additional copies of *Teaching's Next Generation: Five Years On and Growing* are available from Recruiting New Teachers, Inc., 385 Concord Ave., Suite 103, Belmont, MA 02178, telephone (617) 489-6000.

Recruiting New Teachers', Inc.
National Center for Precollegiate Teacher Recruitment Advisory Board
1995-1997

Dr. Michael Acosta
Administrator for Certified Employment
Operations Branch
Los Angeles Unified School District

Dr. Jerry Bread
Director
American Indian Teacher Corps
Univeristy of Oklahoma
College of Education

Ms. Ruth Campopiano
Co-Director
Celebration of Teaching
Geraldine R. Dodge Foundation

Mr. Michael Casserly
Executive Director
Council of the Great City Schools

Dr. Esther Coleman
Executive Director
American Association of School
Personnel Administrators

Ms. Therese Dozier[1]
1985 Teacher of the Year

Ms. Emma Farmer
Instructional Coordinator
Green Oaks Laboratory High School

Ms. Rutha Gibson
Executive Director
Community Youth Creative
Learning Experience

Dr. Mildred Hudson[1]
Program Officer
DeWitt Wallace-Reader's Digest Fund

Dr. George Kersey, Jr.
Associate Executive Director
Phi Delta Kappa

Dr. Jacqueline Jordan Irvine
Project Director
The Center for Urban Learning/Teaching and
Urban Research in Education and Schools
Division of Educational Studies
Emory University

Dr. Shirley Kilgore
Principal
Booker T. Washington High School

Dr. Jowel Laguerre
Director
Teachers of Tomorrow
Lake Superior College

Dr. Shirley McBay
President
Quality Education for Minorities Network

Ms. Sandra McBrayer
1994 Teacher of the Year

Dr. Marvin Peek
Coordinator
Urban Teachers' Project
Kent State University

Dr. Janice Poda
Director
South Carolina Center for Teacher Recruitment

Mr. Greg Roberts
Executive Director
Summerbridge National Project

Dr. Anne Rothstein
Associate Dean of Professional Studies
Lehman College

[1] *ex officio advisory board member*

(continued)

Precollegiate Advisory Board *continued*

Dr. Phil Rusche
Dean of School of Education and Allied Professions
University of Toledo

Mr. Joe Salevemini
Director
The Eagles Center
Central High School

Dr. Herb Salinger
President
American Association of School Personnel Administrators

Dr. Marta Sanchez
Director
Operation Chicano Teacher
California State University-Northridge

Dr. Elaine Witty
Dean of Education
Norfolk State College

CONTENTS

About the Surveys 1

Foreword 3

Key Findings of the Survey 7

Elements of Successful Programs 9

- Connectedness
- Apprenticeship-style Activities
- Adequate Support for Staff
- Clear Entrance Requirements and High Expectations
- Sufficient Resources to Enable Student Participation
- Resources for College Matriculation
- Modeling an Evolving Concept of the Teaching Profession
- Sufficient Attention to Rigorous Evaluation
- Long-term Commitment at All Levels

Conclusion 21

Recommendations 22

Directory of Precollegiate Programs 27

ABOUT THE SURVEYS

The Pathways to Teaching Careers Program of the DeWitt Wallace-Reader's Digest Fund seeks to recruit qualified individuals, particularly minorities, who want to become teachers and are willing to work in hard-to-staff public schools in low-income urban and rural communities. Candidates are recruited from nontraditional sources: paraprofessionals and noncertified teachers already working in schools; returned Peace Corps volunteers and other adults seeking to change careers. The largest privately supported effort of its kind in the United States, Pathways operates at 44 colleges and universities nationwide. Program participants receive scholarship and other support services that enable them to take courses leading to degrees, certification, then teaching jobs. The program also encourages undergraduates at liberal arts colleges to investigate teaching as a career and introduces young people in middle schools and high schools to the profession.

In 1992, Recruiting New Teachers, Inc., (RNT) of Belmont, Massachusetts, conducted research for the Fund that included several elements: a survey of programs designed to encourage school-age children to consider careers in teaching; site visits to selected "precollegiate" teacher recruitment efforts identified by the survey; as well as a comprehensive literature review and scans of foundation-, state-, and federally-supported precollegiate teacher recruitment initiatives. The combined results were analyzed and published in *Teaching's Next Generation: A National Study of Precollegiate Teacher Recruitment* (1993).

The 1992 survey found a small but healthy body of 216 programs in 39 states across the country involving approximately 30,000 students per year in a variety of programs, including tutoring, career awareness, summer academies, extracurricular clubs, and magnet programs. (An additional 156 programs, identified after the 1992 survey results were compiled, were included in *Teaching's Next Generation's* directory listings.)

A follow-up survey, which is the subject of this report, was conducted during the 1994-1995 academic year. This survey included additional items designed to gather data on research questions suggested by the 1992 results. For example, we asked for details about curriculum components, for more specifics about linkages with partners, and for more funding information.

We received responses from 253 programs, 111 of which were established in 1992 or later. Altogether, 405 separate programs have responded to one or both surveys. The programs that responded in 1994 involve 50,000 students per year in 44 states, Puerto Rico, and Guam.

A central question for the DeWitt Wallace-Reader's Digest Fund in 1992 was whether or not precollegiate recruitment programs were effective enough to warrant continued or expanded foundation support. After the 1992 survey, we answered with a qualified "yes." In 1996, as we look back over the progress of the past four years, we again would answer "yes"—and with little hesitation. Accordingly, in the pages that follow, we invite readers to note with us the progress and the promise of these "grow-your-own-teacher" programs, as well as the areas needing additional support and attention. We hope you conclude, as we have, that precollegiate teacher recruitment programs can play a vital part in meeting the nation's teacher recruitment, development, and diversity challenges.

FOREWORD

In the spring of 1992, Recruiting New Teachers, Inc. (RNT) conducted a survey of precollegiate teacher recruitment programs across the country. That survey uncovered a vibrant, grassroots movement with important implications for:

- Teacher recruitment, development, and diversity;
- Student self-esteem, educational achievement, and college opportunity;
- Service learning;
- School, college, and community connections; and, ultimately,
- The future of education reform.

It was clear from the results of the 1992 survey that these programs were reaching thousands of students each year, offering them not only positive images of teaching, but practical teaching experience and opportunities to attend college and make teaching a career. At the same time, they were allowing hundreds of teachers to play an active role in shaping the future of their profession, unexpectedly creating powerful opportunities for these practitioners' professional growth and development.

With the support of the DeWitt Wallace-Reader's Digest Fund and an anonymous funder, RNT conducted a second survey of precollegiate teacher recruitment programs during the 1994-95 academic year. Survey II identified even more programs and documented further the growth and success of this young but dynamic "grow-your-own-teacher" movement. This growth occurred despite deteriorating funding for public education and a national climate sometimes inhospitable toward the diversity-focused objectives that many precollegiate programs embrace.

Nevertheless, America's school-age population is becoming more diverse, creating new challenges for the quality and composition of the teaching force. Precollegiate teacher

recruitment programs have responded to these challenges by recruiting students of color at an increasing rate. One of the most significant findings of our 1992 survey was that the programs had a 38% minority participation rate—nearly three times the comparable rate in teaching today. We recognized then that the precollegiate teacher recruitment movement held the promise of making the next generation of teachers the most qualified, diverse, and culturally responsive the nation has ever known. That promise is even greater today. In 1994-95 the reporting programs had increased their minority enrollment by 26%, so that 64% of their participants were students of color. That's nearly five times the percentage in today's teaching force.

At the same time, programs have added or strengthened academic requirements for participating and remaining in their programs. Eighty percent now have requirements such as minimum grade point averages and regular attendance. However, even as they *raise* standards, America's precollegiate teacher recruitment programs are hard-pressed to serve all interested students. Thirty-seven percent have had to turn students away for lack of funding or space, and nearly half would expand their efforts, if resources were available.

In 1992, *Teaching's Next Generation* (TNG) called for creating better vertical and horizontal connections for students and faculty—connections among individuals, disciplines, institutions, and communities. Another sign of the impressive vitality of the precollegiate teacher recruitment movement today is that its programs have established many linkages with other organizations. Indeed, program directors clearly recognize how essential these connections are to their students, to their own success and survival, and to the future of education reform. Close to 90% reported that they operate in partnership with others. In Survey II, the need for better linkages moved up to third place in the list of needs; it had placed eighth in Survey I. However, respondents to the most recent survey have been only moderately successful in linking up with "feeder" programs serving younger students. Just 39% of programs surveyed have forged such connections and fewer still identify them as a high

priority, given pressing needs (such as funding). Yet it is important.

Precollegiate teacher recruitment programs are increasingly modeling what we know about effective teaching. Many of their activities are hands-on and experiential. Nearly half (46%) of the programs responding to Survey II ranked "field experiences/experiential learning" as a program strength, placing it second among identified strengths. (It ranked third in Survey I.) And the types of activities that programs list bear out the importance they place on active learning. For example, 70% offer tutoring; 44%, single practice teaching experiences; 45%, ongoing practice teaching opportunities; and 41%, community service. We know from research that this kind of experience may be one of the best ways to recruit underrepresented groups into teaching because students can experience firsthand the difference a teacher can make and feel the intrinsic rewards of the profession.

Yet, we must caution here that still too few programs—now just slightly more than a quarter—would claim modeling an evolving concept of teaching as a strength. We must find ways to encourage all programs to augment their commitment and connection to growing efforts nationwide to strengthen the teaching profession.

Two areas of need are universally acknowledged, and they are interrelated. One is the need for more—and more rigorous—program evaluation so we know what's working and what's not with respect to issues of persistence and quality in the profession. The other is the need for increased and more stable funding. Better funding would enable more programs to strengthen their offerings as well as expend the resources necessary for evaluation. This, in turn, would help funders decide where to place their philanthropic or public investments for maximum strategic leverage and impact.

Overall, the programs we surveyed in this study provide important lessons for school reformers everywhere. They exemplify: 1) the need to develop all human potential to the utmost; 2) the need to capitalize on our diversity as a strength

and not a weakness; and 3) the need to set and maintain high standards and expectations for all students. In sum, by supporting these precollegiate teacher recruitment programs as they face the challenges of today and tomorrow, we can ensure that teaching's next generation will be the most qualified, diverse, and vibrant the nation has ever known.

DAVID HASELKORN
President
Recruiting New Teachers, Inc.
1996

KEY FINDINGS OF THE SURVEY

The Second National Survey of Precollegiate Teacher Recruitment Programs (Survey II) was conducted during the 1994-95 academic year. The results confirmed many of the findings of Survey I (conducted in 1992) while revealing some important new trends. Two hundred fifty-three programs responded to the second survey. They included the same basic types of programs identified in 1992: teaching magnets and academies; curricular programs; institutes and workshops; extracurricular clubs; and career awareness activities. Nearly half of the respondents described their school district as "mostly urban." Just under a third are "mostly suburban" and one fifth are "mostly rural."

Overall, the programs have become more selective in accepting candidates and have significantly increased their efforts to recruit students of color into their programs. In addition, more programs (78% in 1994 as compared to 68% in 1992) stated that a reason for their creation was to "expand the pool of minority teachers." In 1994, 64% of the youngsters in reporting programs were minority students, up an impressive 26% since 1992.

Overall, the top reasons for program creation reported in 1994-95 (in descending order) were:

	1992	1994
• To expand the pool of potential minority teachers	68%	78%
• To create awareness of the teaching profession	77%	76%
• To raise the quality of students entering teaching careers	46%	50%
• To encourage students to stay in school/ go to college	39%	49%

But recruiting minority teachers meets just one need of the teaching profession, albeit an important one. Precollegiate teacher recruitment programs are anticipating and

responding to a number of other national needs and trends as well. For example, as today's aging teaching force begins to retire, the demand for teachers will accelerate. Precollegiate teacher recruitment programs are raising awareness and respect for teaching as a profession and helping to prepare more young people to fill expected vacancies—promoting both diversity and excellence in teaching. Also, the best precollegiate teacher recruitment programs offer service learning, tutoring, and other hands-on learning experiences that model effective practice for these aspiring teachers. Since teachers are inclined to teach as they were taught, it is essential that teaching's next generation acquire and employ the most effective strategies for helping students achieve.

Table 1
Participation of Programs by Grade Level

High school students	87%
Middle school students	34%
Elementary school students	19%

(Programs may operate at more than one level.)

Despite limited resources and changing political landscapes, these programs reach thousands of students each day with the message that teaching is a vital and rewarding career choice. In all, 253 programs in 44 states, plus Puerto Rico and Guam, reported serving more than 50,000 students (70% female, 30% male). That's up from 30,000 students participating in 216 programs in 39 states as reported in Survey I. As before, the greatest concentration of programs remains in the southeast and mid-Atlantic regions.

Of the programs surveyed in 1994-95, 111 started in 1992 or later. Survey II also identified a variety of additional programs that were established prior to 1992, but were not picked up by Survey I. Although we know some programs have fallen by the wayside, new programs have started at an average rate of 30 or more each year over the ten-year period from 1984 to 1994. This is a fairly strong expansion, especially when one considers the political climate surrounding public education over that decade.

Perhaps even more encouraging, the 1994 survey also found substantial progress on many of the elements of successful programs discussed in *Teaching's Next Generation*.The number of teaching academies, or teaching magnet schools, has held steady. Survey I noted that teaching magnets/academies

were more likely to demonstrate success (i.e., persistence into teacher education and the profession) than their less intensive (and generally more time-limited) programmatic peers. At the same time, there has been a decrease in the percentage of less effective "one-shot" offerings. These are both hopeful signs, for programs of greater depth and scope are likely to have a more sustained impact on their students. Moreover, because magnets, academies, and other forms of curricular offerings are generally more firmly embedded within their school budgets than other recruitment programs, they tend to be less susceptible to budget vagaries and staff changes.

ELEMENTS OF SUCCESSFUL PROGRAMS

Survey I suggested several elements of "successful programs," and, as noted above, Survey II results showed progress in respondents' efforts to incorporate these elements into their programs. The following pages offer some highlights regarding the findings from Survey II related to each of these nine elements:

- Connectedness
- Apprenticeship-style activities
- Adequate support for staff
- Clear entrance requirements and high expectations
- Sufficient resources
- Resources for college matriculation
- Modeling an evolving concept of teaching
- Rigorous evaluation
- Long-term commitment at all levels[1]

Because one element often influences others (e.g., insufficient resources deter adequate support for staff and/or rigorous program evaluation; many apprenticeship-style activities model an evolving concept of teaching; etc.), it is important to view the elements as interconnected rather than examining any one in isolation from the others.

[1] *Teaching's Next Generation*, 1993

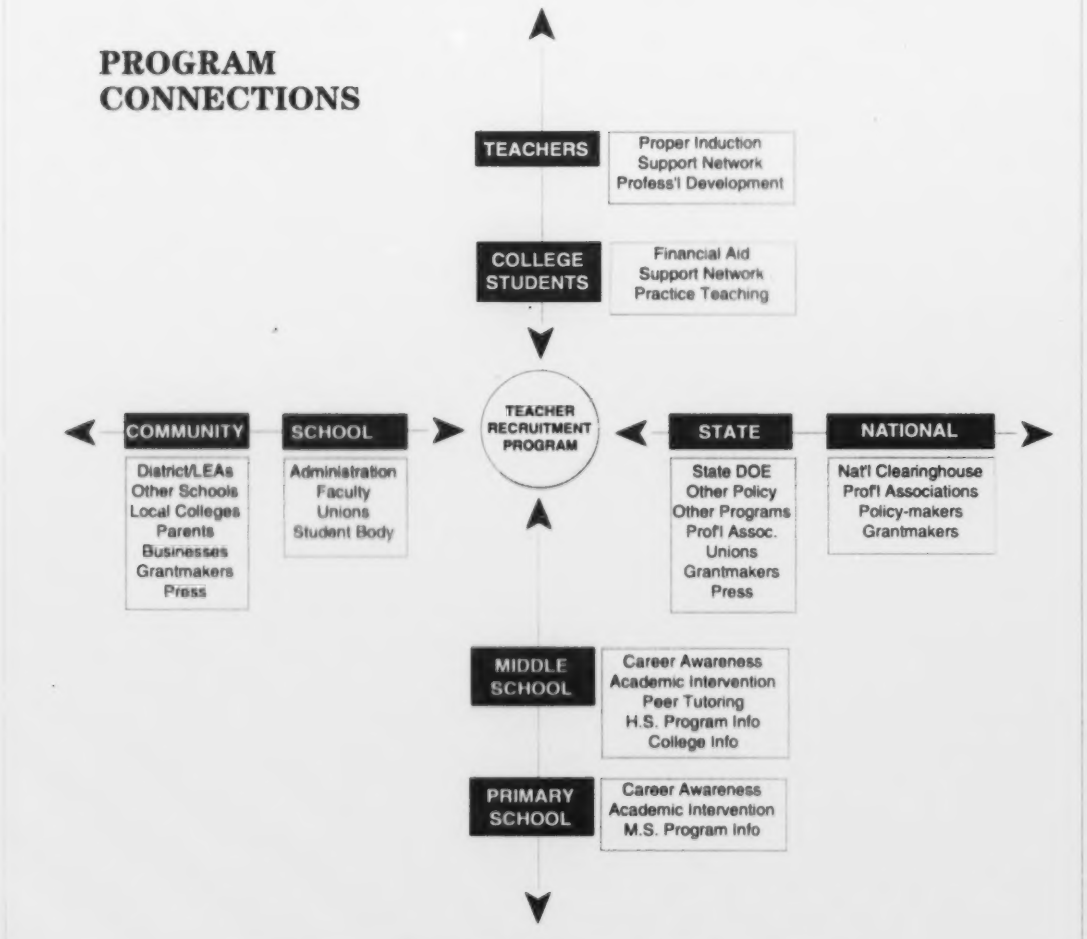
Connectedness

Connectedness refers to a variety of both "horizontal" and "vertical" human and institutional connections *(see Figure 1)*. For example, successful programs establish horizontal connections between student participants and their peers and among participating teachers; they also foster vertical connections between participating students and faculty in mentoring relationships or between older and younger students in tutoring programs. On the institutional side, horizontal connections include links among schools, community groups, and business partners, as well as with state and national groups, e.g., the state education agency. Vertical institutional connections might include feeder school patterns or articulation efforts for linking elementary and secondary recruitment with the postsecondary institutions that program graduates might attend, termed improved career corridors in *Teaching's Next Generation*. Indeed, 70% of reporting programs follow up their graduates once they enter college (49% did so in 1992)—e.g., offering opportunities to interact with current program participants, personal counseling, mentoring, financial assistance, and other activities.

The 1994 survey found that the pattern of organizational linkages was strong and growing and that precollegiate teacher recruitment programs had increased the variety of organizations with which they collaborate. Nearly three fifths of 1992 respondents reported institutional linkages; by 1994, this figure had swelled to nearly 90%. In addition, more than 25% said that they would like to add additional organizational partners, and more than a third identified "better linkages with colleges, businesses, and other organizations" as one of the "three most important needs" of their programs. This need for organizational linkages in 1994 was the third-ranked need (after funding and time/scheduling), up from an eighth-place ranking in 1992.

Among the programs that indicated the types of organizational partners with whom they desire new or strengthened affiliations, four-year colleges led the way. Business and grant-

Figure 1



Successful Programs Create Connections for Students and Faculty. They are connected to their communities and the levels of education which precede and follow them.

Source: *Teaching's Next Generation*, 1993

BEST COPY AVAILABLE

maker affiliations followed. Four-year college affiliations take on added significance when one considers that they already sponsor more precollegiate recruitment programs than any other type of agency (35% in 1994). Furthermore, nearly 200 programs reported some interaction with college teacher education programs, mostly in the form of assistance from college faculties and visits to college campuses.

On the other hand, feeder programs from elementary and middle schools were notable by their relative absence. Two thirds of responding programs do not have such linkages now, and only one fifth plan to add feeder programs.

It is the people within institutions who make a difference and forge the linkages that create vibrant programs. Survey II responses underscored the importance of these personal relationships and connections. Respondents facilitate those linkages not only for students, but for program faculty as well. For example, as noted above, mentoring, ongoing teaching practice, and tutoring all offer valuable opportunities for students to make direct personal connections with teachers and/or other students. Respondents also pointed to various contributors whose enthusiastic support also made a difference: principals, personnel directors and other central office administrators, union representatives, college/university faculty, and community-based teams, among others.

A number of participating teachers report feeling "a sense of renewal and fresh enthusiasm for their careers" as a result of their role in a precollegiate program. And many point to "collaborating with other teachers in the program" as a special benefit of program participation.

Table 2

Groups Tutored	1992	1994
Elementary students	55%	57%
Middle/JHS students	37%	40%
High school students	23%	29%
Preschool children	25%	17%
Special education students	25%	17%
Adults	5%	3%

(more than one response allowed)

Apprenticeship-style Activities

We know that most individuals choose to teach because of intrinsic motivation rather than extrinsic rewards—they want to help children, to make a difference. Tutoring, practice teach-

ing, and other real-life approximations of teaching offer young people the chance to feel firsthand an authentic connection with and responsibility for younger children, age mates, and their communities. They offer prime examples of the power of service learning and apprenticeship models. Such activities can deepen and sustain student interest in teaching, while creating a greater sense of community among students and staff.

We noted earlier the importance of tutoring opportunities to program success—70% of the programs provide tutoring experience (a slight gain from 67% in 1992). The group most frequently tutored is elementary students, followed by middle school students, high school students, then preschool and special needs students. A few programs provide tutoring for adults *(see Table 2)*.

Forty-five percent of the programs provide ongoing practice teaching opportunities (up from 33% in 1992); 44% offer opportunities to teach a single class (up from 39% in 1992); and 62% give students opportunities to observe classes (comparable emphasis in 1992).

For a lesson in what tutoring experiences can mean for student self-esteem, just visit Pearline Hutto's eighth-grade Pro-Team class at Pageland Middle School in South Carolina and watch her students plan a class for preschool children. You can be sure Mrs. Hutto makes it clear that she expects the best from her students. "Don't forget," you will hear her say. "You are the teacher!" Later, walk along with the class as they head to their "teaching assignment" at the nearby Headstart Program. As they proceed down the hill, you will hear their preschool "pupils" yelling, "The teachers are coming! The teachers are coming!" You will see the change that comes over these eighth graders: their early adolescent slouch straightens to a proud heads-up march.

Adequate Support for Staff

One of the findings of the 1992 survey was the strongly expressed desire for paid administrative staff to support these programs as well as for additional training and networking opportunities for participating faculty members and supervising teachers. Survey II showed some important gains in the former area and a continuing need in the latter.

Twenty-one percent of the respondents now report having full-time administrators, up from a meager four percent in 1992. The percentage of programs with paid full- or part-time faculty or counselors has also increased; 20% now have full-time faculty/counselors (up from three percent in 1992),

BEST COPY AVAILABLE

Table 3

Teacher Training Opportunities	1992	1994
No special training	35%	39%
Networking opportunities	33%	32%
Logistics	29%	25%
Curriculum development	26%	25%
Mentoring	23%	19%
Use of technology	N/A	13%

(more than one response allowed)

Table 4

Incentives for Teachers	1992	1994
No special incentive	NA	38%
Stipend	NA	30%
Professional development	36%	25%
Conference attendance	NA	22%
Special recognition	45%	20%
Funds for classroom materials	32%	17%
Release time	26%	12%
Vouchers, continuing education	5%	4%

(more than one response allowed)

and 36% have part-time faculty/counselors (up from 15% in 1992).

Teacher training opportunities *(see Table 3)* remain about as limited as before, with networking being the professional development experience most likely available for faculty participating in precollegiate programs. Some programs also provide logistical training and support, mentoring with experienced faculty, and curriculum development.

Incentives for participating teachers *(see Table 4)* include stipends, professional development, and conference attendance. Although nearly half the programs in 1992 reported special recognition as an incentive, only 20% did so in 1994. Declines were also noted in programs providing release time and funds for classroom materials.

Clear Entrance Requirements and High Expectations

It was clear from the results of the 1992 survey that clear yet flexible admissions requirements and criteria for continued participation enhance program effectiveness. It is important to allow enough flexibility in admissions decisionmaking to give borderline students a chance. At the same time, meaningful participation criteria help students set and achieve academic goals and develop the individual and group skills they need.

Survey II results showed a 12% increase (from 68% in 1992 to 80% in 1994) in programs with admission or retention criteria (such as teacher or counselor recommendations or regular attendance). Fifteen percent more programs than previously surveyed had an academic standard for participation. *(See Table 5.)* Strengthened requirements have not proved a deterrent to enrollment, however; 37% of programs are still not able to serve all interested students.

High expectations for participants are also important to program success. For example, half of the programs reporting in Survey II aimed to "raise the quality of students entering teaching careers" and a like number "encourage students to stay in school and go to college." In the course of the 1992 site visits, moreover, we were told that precollegiate teacher recruitment programs offered stature and responsibility to their student participants and that students, in turn, were encouraged to take individual initiative and contribute to group learning. Survey II sought to capture some of the flavor of such expectations by adding to the list of potential program activities items like "introduction to professional expectations," "community service," and "summer/school-related employment." As shown in Table 6, between one fourth and one half of the programs offered at least one of these activities.

Table 5

Entrance/Enrollment Requirements	1992	1994
Requirement introduced	68%	80%
Academic standing	32%	47%
Teacher/counselor recommendation	41%	46%
Regular attendance	32%	37%
Other	NA	34%

(more than one response allowed)

Table 6
Selected Service Learning Opportunities, Survey II

Introduction to professional expectations	53%
Community service	41%
Summer/school-related employment	26%

(more than one response allowed)

Sufficient Resources to Enable Student Participation

Clearly, increased resources remain one of the greatest needs for the majority of responding precollegiate teacher recruitment programs. (Funding is the number-one need of 73% of the programs.) They need resources not only to meet program and staff needs but also to support their student participants in high school and beyond. For example, when asked to identify their most urgent need for government or philanthropic support, 84% of respondents identified a need for direct student aid to enable lower-income students in their programs to enroll and remain in college. Poignantly, at least one respondent noted the need for student financial support so that "while in school they can concentrate on academics" rather than on after-school jobs.

Another indicator of the importance of such support is a near doubling of the number of programs providing some sort of financial incentive to students since 1992 *(see Table 7.)* Today, nearly three quarters of all programs offer assistance in the form of college scholarships, tuition waivers, tutoring stipends, college course credit, dual enrollment, work study, or loan forgiveness. Survey II data also showed incremental increases in most types of assistance.

Table 7

Financial Incentives for Students	1992	1994
Programs offering incentives	39%	73%
College scholarships/tuition waivers	24%	27%
Tutoring stipends	10%	18%
College course credit	14%	17%
Dual enrollment (h.s./college)	7%	12%
Work/study	10%	9%
Loan forgiveness	5%	7%

(more than one response allowed)

Resources for College Matriculation

Survey II also explored the nature of affiliations between precollegiate teacher recruitment programs and the college teacher education programs that their students were entering. More programs today—70% versus 49% in 1992—offer support or follow-up for graduates as they move into college. This represents a 21% increase. Specific arrangements include: assistance from college faculty (49%); precollegiate visits to college campuses (46%); mentoring by college teacher education students (22%); college-offered scholarships (20%); college courses (18%); and college credit for precollegiate activities/course work (16%). Only 24% of programs reported no such school/college connections whatsoever.

Modeling an Evolving Concept of the Teaching Profession

The site visits in 1992 revealed a sharp dichotomy between programs exposing students to issues of school reform and best teaching practice and those that perpetuated outmoded concepts of teaching. *Teaching's Next Generation* strongly advocated giving precollegiate teacher recruitment program participants access to a professional knowledge base that includes team teaching, learning styles, gender and

multicultural issues, use of technology, new roles for teachers in site-based managed schools, and more.

Several survey items confirmed that programs today are paying attention to this essential element in building a high-quality teaching force prepared to teach in twenty-first-century schools. As noted earlier, the percentage of programs reporting apprenticeship-style activities has increased somewhat since 1992. The curricular components listed by respondents reveal that today's programs are paying attention to some of the most important issues facing the profession: 62% of the programs responding include multiculturalism in the curriculum, placing it second behind teaching techniques (68%). Other relevant curricular items include: teacher inquiry/reflection (52%), learning theory (45%), computer technology (42%), and bilingualism (25%).

Of interest, too, is the apparent mutual benefit of interactions between precollegiate teacher recruitment programs and their college/university partners. One respondent observed that as a result of sustained interaction with the diverse student population enrolled in the precollegiate teacher recruitment program, "collegiate teacher preparation programs are examining the relevancy of [their] curricula, seeking to teach and model culturally responsive pedagogy, and encouraging dialogue around related issues." Furthermore, programs "enhance student motivation and academic preparation for college," and "increase the participation, retention, and academic achievement of minority students," Survey II respondents told us.

Additional positive effects of precollegiate teacher recruitment programs on the current teaching force are reflected in Survey II comments about participating teachers becoming "more reflective about and committed to their own careers as teachers;" "sharpening classroom skills, developing more innovative practices, and becoming better equipped to respond to the diversity of student needs;" and "gaining new respect for students' worth and accomplishments."

Sufficient Attention to Rigorous Evaluation

Tracking intended (and unintended) outcomes and evaluating their programs remain major concerns for Survey II respondents. In 1992 program directors cited lack of time, resources, and commitment from their institutions as chief impediments to evaluation, while acknowledging how essential such data are. Survey II found little improvement in the percentage of programs undertaking any type of evaluation. Only 24% submit to some kind of external evaluation (up from 21% in 1992), while 14% (down from 18% in 1992) undergo no evaluation at all. Seventy-nine percent said they conduct an internal evaluation (80% in 1992).

While 70% of Survey I respondents claimed it was "still too early to draw conclusions" about whether or not they were achieving their goals, 59% of Survey II respondents made that claim. These are reasonable claims in a relatively young field: 54% of Survey I programs had three years or fewer of implementation; 44% of Survey II programs had three years or fewer of implementation. Nonetheless, one quarter of Survey II respondents reported meeting or exceeding their goals (down six percent from 1992).

Some of the outcomes reported in 1994-95 include:

- 209 programs reported serving 175,043 students since their inception;
- 104 programs reported sending 19,464 graduates into college teacher preparation programs; and
- 62 programs reported a total of 4,704 students subsequently graduating from a college teacher preparation program since their own programs began.
- 69 programs reported that 8,976 of those who completed their programs have become teachers.

Statisticians caution that correlation is not causality. Thus, although Survey II was not constructed to show causal effect between goals and outcomes, if we look back at the top four reasons for program creation and compare the self-reported

outcomes *(see Table 8)*, we find some interesting congruence. For example, in 1994-95, the top reason reported for creating a precollegiate teacher recruitment program (with 78% selecting it) was "to expand the pool of minority teachers;" as we've mentioned earlier in this report, 64% of the students participating in precollegiate teacher recruitment programs identified in Survey II are members of groups underrepresented in today's teaching force. This percentage has grown impressively (26% in two years), most likely as a result of successful recruitment by the programs; "recruiting students of color" was identified as a program strength by 41% of those responding to Survey II.

In another example, the second-highest reason for creating precollegiate teacher recruitment programs, as reported in Survey II, was to "create an awareness of the teaching profession." And respondents to the survey reported both increased awareness of and esteem for the profession among their recruits *and* other students.

Table 8
Survey II Reported Outcomes

Increased interest in teaching	82%
Increased student self-esteem	71%
Increased participants' esteem for teaching	71%
Positive impact on teachers	53%
Generated community links	52%
Increased academic performance	38%
Positive impact on collegiate teacher prep	33%
Increased other students' esteem for teaching	30%
Increased matriculation in higher education	28%
Improved student retention	15%

(more than one response allowed)

Long-term Commitment at All Levels

This element refers to several important aspects of commitment—length of time, degree of support, and number of levels of support. The most effective programs have the commitment of program staff, sponsors, feeder programs, and partners, all of whom have a long enough time horizon to allow the programs to produce measurable results.

Survey II revealed a greater variety of sponsors than had been reported two years earlier, as well as a slightly different mix of funding sources. The primary sponsors of precollegiate teacher recruitment programs remain colleges and universities (35% in 1994-95; 30% in 1992), with local school districts following close behind (30% in 1994-95; 26% in 1992) *(see Table 9)*.

Table 9

Primary Sponsors of Programs	1992	1994
College/university	30%	35%
Superintendent/school board/LEA	26%	30%
Individual teacher(s)	21%	27%
Foundation	22%	22%
Other	26%	22%
State education agency	13%	19%

(more than one response allowed)

Table 10

Sources of Funding (in rank order)	1992	1994
State sources	4	1
Foundations	1	2
School district sources	2	3
Federal sources	7	4
College/university sources	3	5
Business/corporate donors	5	6
Other	8	7
School/community fund-raising	NA	8
Participant contribution/fees	6	9
Personal contributions	NA	10
Teacher association/union	NA	11

What has shifted is the relative importance of funding sources, with the state replacing foundations in first place, and the federal government playing a more important role (ranking fourth in Survey II, seventh in 1992). *(See Table 10.)*

Survey I found that one type of program—the magnet school/teaching academy—generally had long-term commitment at all levels to a greater degree than other program types largely because it seems to demand the greatest involvement from all participants. Survey II found that the number of teaching magnets/academies is holding steady.

The fact that the school district places high on both the list of funding sources and the list of sponsors of precollegiate teacher recruitment programs—coupled with Survey II's report that most of the programs get their "most valuable" support from the school district—is also encouraging. Given that the locus of action in school reform *is* the school and district, their support for precollegiate teacher recruitment programs—despite the severe funding challenges of the '90s—is a positive indicator for creativity, self-reliance, and local commitment to meaningful education reform.

CONCLUSION

America will need to recruit two million teachers over the next ten years. And these teachers will need to be the most qualified, diverse, and culturally skilled generation of teachers the nation has ever known. In recent years, the urgency of the challenge has begun to dawn on policy makers as equal to—and assuredly interconnected with—the quest for higher student achievement that has occupied the center stage in school reform for the last decade. At the same time, dynamic forces in the school-age population are changing the student composition in the nation's classrooms and will change the face of America itself in the years to come.

Thus, the precollegiate teacher recruitment initiatives chronicled in *Teaching's Next Generation* and this follow-up survey stand at the intersection of two of the greatest challenges facing the nation: 1) the need to develop its human resources to their utmost via a more qualified, diverse, and culturally skilled teacher workforce; and 2) the need to come to terms with the challenges of an increasingly diverse society. Precollegiate teacher recruitment programs represent an important part of long-term efforts aimed at meeting America's teacher recruitment, development, and diversity challenges. Indeed, as the urgency and importance of these issues are recognized by educators, policy makers, and the public, such grow-your-own programs will become even more critical in the years ahead.

Accordingly, we have prepared a checklist (*see below*) of recommendations for stakeholders concerned with achieving the promise and potential of precollegiate teacher recruitment programs nationwide.

RECOMMENDATIONS

School Districts

- Distribute program information to students and encourage their participation in precollegiate teacher recruitment programs
- Ask principals and teachers to recommend precollegiate teacher recruitment programs to students
- Work with local union(s) to distribute program information to students and encourage their participation in precollegiate teacher recruitment programs
- Link precollegiate teacher recruitment programs to career awareness, academic intervention, peer tutoring, and college information programs
- Collaborate with area IHEs to establish improved pathways between precollegiate teacher recruitment and postsecondary teacher preparation (i.e., create career corridors into teaching)
- Urge state legislators to write teacher development policy that is supportive of precollegiate teacher recruitment programs
- Collaborate with state offices, colleges/universities, unions, local businesses, and community-based organizations in sponsoring need-based scholarships for students selecting teaching careers, especially in shortage areas
- Require more and better program evaluation (including tracking of program graduates) that demonstrates program effectiveness over time

Higher Education

- Grant credit for approved high school course work
- Encourage personnel to work with the program coordinator (or other faculty member, counselor, or administrator) on behalf of program graduates navigating the college/university bureaucracy for the first time and to be accessible year-round to give students personal attention
- Provide better and earlier academic advising to future college/university students
- Collaborate with state offices, school districts, and community-based organizations in sponsoring need-based scholarships for students selecting teaching careers, especially in shortage areas

Program Designers

- Designate financial aid or career counselors who collect and disseminate eligibility and application information to students regarding scholarships, grants, forgivable loans, tuition and fee waivers/reductions, and other incentives
- Invite experienced teachers, program graduates, college faculty, teacher education students, paraprofessionals, and appropriate others to serve as mentors
- Link precollegiate teacher recruitment programs to career awareness, academic intervention, peer tutoring, and college information programs
- Offer basic-skills-test preparation workshops, tutoring, advising, personal counseling, and other essential support services

- Conduct more and better program evaluation (including tracking of program graduates) that demonstrates program effectiveness over time

State Departments of Education

- Develop comprehensive policy frameworks for coherent teacher recruitment, development, and diversity across the career continuum of the professional teacher

- Use state supply-and-demand data to target limited resources to precollegiate teacher recruitment programming in high-need areas

- Consider support for statewide precollegiate teacher recruitment programs, such as those developed by Florida, South Carolina, and Wisconsin

- Establish or expand loan forgiveness programs and low-interest revolving loan funds

Federal Government

- Maintain or expand federal support for precollegiate teacher recruitment initiatives via FIE, FIPSE, Office of Postsecondary Education (Programs to Encourage Minority Students to Become Teachers), and other grant programs

- Revive Paul Douglas Scholarships, Teacher Corps, and similar career development programs

- Continue support for Learn & Serve (precollegiate service learning) and AmeriCorps programs by which young people follow a service pathway into teaching

- Ensure that financial aid is available to part-time college students

- Allow a higher percentage of federal work-study dollars to support part-time college students as well as student teaching experiences in schools (as service)

- Include precollegiate teacher recruitment program representatives in Department of Education-sponsored activities, e.g., teacher development forums

Funders

- Begin (or increase) state and district investment in precollegiate teacher recruitment programs

- Collaborate with a variety of program sponsors committed to ensuring early career exploration opportunities

- Require more and better program evaluation (including tracking of program graduates) that demonstrates program effectiveness over time

- Disseminate information about successful programs

- Provide continuation funding and expand programming to serve more participants and more school districts

- Continue support for the National Center on Precollegiate Teacher Recruitment's clearinghouse, advocacy, technical assistance, and research functions

- Support the development of national, regional, and statewide networks of precollegiate teacher recruitment programs

Directory of Precollegiate Programs

A

Key: This directory is organized alphabetically by state and city. Please note a complete listing of local chapters of the Summerbridge, Celebration of Teaching and Future Educators Association programs can be reached by contacting the national office listed in the directory.

ALABAMA

Recruitment and Retention of Minority Teachers
Alabama State University/Phi Delta Kappa
College of Education
Montgomery, AL 36101
Vivian W. DeShields
334-229-4852

The Future Educators of America
State Department of Education
P.O. Box 302101
50 N. Ripley Street, Room 5202
Montgomery, AL 36130-2101
Barbara Fennell
Coordinator of Teacher Placement
and Recruitment
334-242-9935

ARIZONA

Mesa Education Association Scholarship Program
1032 E. University
Mesa, AZ 85203
Will Moore
602-833-8400

Future Teachers of America
North Canyon High School
1700 E. Union Hills Drive
Phoenix, AZ 85024
Jenny Stark
Sponsor
602-780-4200

Education Practicum (Teacher Academy)
Horizon High School
5601 East Greenway Road
Scottsdale, AZ 85254
Linda H. Thieken
Teacher
602-953-4148

College of Education Preprofessional Program
Arizona State University
College of Education
Box 871211
Tempe, AZ 85282-1211
Richard Daniel
Director of Student Affairs
602-965-6290

Summer Institute for Careers In Education
University of Arizona, College of Education
Education Room 227 N.
Tucson, AZ 85721
Regina C. Serrano
Program Director, Multicultural
Recruitment & Retention
602-621-7865

ARKANSAS

Children's Educational Opportunity Foundation
P.O. Box 1543
Bentonville, AR 72712-1543
Fritz Steiger
President
501-273-6957

Teachers of Tomorrow Academy
University of Central Arkansas
201 Donaghey, Box 5006
Conway, AR 72035-0001
Susan Peterson
Associate Professor
501-450-3400

African Americans: Future Educators of America Arkansas
University of Arkansas, College of Education
Graduate Education Building
Room 306
Fayetteville, AR 72701
Marie Parker
501-575-5404

Teachers of Tomorrow
Little Rock School District
810 W. Markham Street
Little Rock, AR 72201
Robert Robinson
Recruiting Specialist
501-324-2086

Teachers of Tomorrow Academy
Pulaski County Special School District
925 E. Dixon Road, Box 8601
Little Rock, AR 72216
Charles A. Green
Director of Secondary Education
501-490-2000 x 279

Teachers of Tomorrow Academy
Sylvan Hills High School
484 School Drive
Sherwood, AR 72120
Darlene Little
Academy Facilitator
501-833-1106

Summer Academy for Future Teachers
Arkansas State University
P.O. Box 1058
State University, AR 72467
Mary Jane Bradley
Co-Director
501-972-3062

CALIFORNIA

Future Bilingual Teachers of America
Fontana School District
10801 Lemon Street
Alta Loma, CA 91737
Victor Torres
Director
909-357-5030

Future Teacher Track
Loara High School
1765 W. Cerritos Avenue
Anaheim, CA 90703
Jane Davis
Teacher/Advisor
714-999-3677

C

Pipeline Project
Center Unified School District
8408 Watt Avenue
Antelope, CA 95843
Rex Fortune
916-338-6400

Future Teacher Institute
California State University/Dominguez Hills
1000 E. Victoria Street
Carson, CA 90747
Stephen McCray
Coordinator
310-243-3775

Student California Teachers Association
CAICO, Chico
729 Nord Avenue, #379
Chico, CA 95926
Tamara White
916-898-9336

Teacher Diversity Program
California State University/Chico
School of Education
Chico, CA 95929
Sandra Pena
Director
916-898-4081

Careers in Education
Mesa Verde High School
7501 Carriage Drive
Citrus Heights, CA 95633
Carole Bystrom
Teacher
916-971-5288

Teachers of Tomorrow
Clovis Unified School District
1465 David E. Cook Way
Clovis, CA 93611
Thomas E. Russell
Coordinator
209-297-4000 x2290

Bilingual Teachership Program
California Association for Bilingual Education
9300 E. Imperial
Downey, CA 90242
Elena Arriola
Program Director
310-922-6118

Future Bilingual Teachers of America
Fontana High School
9453 Citrus Avenue
Fontana, CA 92335
Gary C. Hinckley
Advisor
909-357-5500

Future Bilingual Teachers of America
Fontana Unified School District
9680 Citrus Avenue
Fontana, CA 92335
Jerilynn Smith
Bilingual/ESL Coordinator
909-357-5111

Central Valley Teachers of Tomorrow
State Center Community College District
1525 E. Weldon Avenue
Fresno, CA 93704
Rosa Flores Carlson
Director of Educational Services and Planning
209-244-5905

Elementary Teacher Cadet Program
Fresno Unified School District
Tulare & M Streets
Fresno, CA 93721
Gwen Lockett
Instructional Support Specialist
209-443-8156

Teacher Internship Program
California State University/Fresno
5005 North Maple Avenue
Fresno, CA 93740-0001
Berta Gonzalez
Acting Associate Dean
209-278-0209

FOMST-Future Teachers of Math, Science, and Technology
California State University/Fullerton
800 N. State College Boulevard
Fullerton, CA 92834
Helen Taylor
Director
714-773-3391

Future Teachers
California State University/Fullerton
P.O. Box 34080
Fullerton, CA 92834-9920
Jerry Atkin
Coordinator CSUF Future Teachers Track
714-773-3411

Teachers of Tomorrow
University of California,
Department of Education
Berkeley Place
Irvine, CA 92717
Sarah Sing
Director
714-824-5011

Exploratory Teaching Class
Lakewood High School
4400 Briecrest
Lakewood, CA 90713
Pete Morris
Teacher
310-425-1281 x3235

ROP Careers with Children CA 1
Livermore High School
600 Maple Street
Livermore, CA 94550
Judy Del Tredici
510-355-2531 x26

Exploratory Teaching Class
Long Beach Unified School District
1515 Hughes Way
Long Beach, CA 90810
Pat Kishi
Program Specialist
310-997-8000

Impact/Teach
California State University/Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840
Susan Abbot
Program Director
310-985-5706

Crenshaw Teacher Training Magnet
Crenshaw High School/Los Angeles
Unified School District
5010 11th Avenue
Los Angeles, CA 90043
Beverly Silverstein
Magnet Coordinator
213-296-5370 X2159

School of Education
California State University/Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Gary Best
Director
213-343-4320

Education Academy
Capistrano Valley High School
26301 Via Escolar
Mission Viejo, CA 92692
Gay Veeh
Director
714-493-2276

Future American Minority Educators (FAME)
California State University/Northridge
11811 Nordhoff Street
Northridge, CA 91330-8265
Kayte Fearn
Director
818-677-3002

Operation Chicano Teacher
California State University/Northridge
18111 Nordhoff Street
Northridge, CA 91330
Marta Sanchez
Director
818-677-2731

Future Teachers Academy
Oakland Unified School District
12250 Skyline Boulevard
Oakland, CA 94619
Lois Walker
Principal
510-531-9161

California Association for Bilingual Education
320 W. G. Street
Ontario, CA 91762
Jan Gustafson
Education/Conference Coordinator
909-984-6201

Paradise Teaching Academy
Paradise High School
5911 Maxwell Drive
Paradise, CA 95969
Darryl Eisele
Director
916-872-6425 x 3050

ROP Careers with Children CA 2
Foothill High School
Foothill Road
Pleasanton, CA 94588
Pat Keegan
510-426-4287

Center for Education and Equity in
Mathematics, Science and Technology
California State Polytechnic University/
Pomona
3801 W. Temple Avenue
Pomona, CA 91768
Judith Jacobs
Director
909-869-4063

Teacher Diversity Project (TDP)
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928
Deborah Priddy
Project Director
707-664-2564

Making Waves at the Branson School
The Branson School
Box 887
Ross, CA 94957
Jennifer Henry
Co-Director, Making Waves
415-454-3612

Project Pipeline
9320 Tech Center Drive
Sacramento, CA 95826
Virgil Price
Coordinator
916-855-4241

Aim to Teach
San Diego State University
College of Education
San Diego, CA 92182
Evette Hornsby-Minor
Director
619-594-6348

Future Educators of America
San Diego City Schools
4100 Normal Street
Education Center, Rm. 1241
San Diego, CA 92103-2682
Sharon D. Whitehurst-Payne
Affirmative Action Program Administrator
619-293-8533

Day School Summerbridge
San Francisco Day School
350 Masonic Ave.
San Francisco, CA 94118
Al Gonzales and Anthony Thomas
Co-Directors
415-931-2422

Future Educators of America
Abraham Lincoln High School
2162 Twenty Fourth Avenue
San Francisco, CA 94116
Hattie P. Torrence
Teacher/Math Department Head
415-759-2700

Minority Teacher Development Program
Multicultural Alliance
2120 Broadway
San Francisco, CA 94115
Orpheus Crutchfield
Vice President
415-346-6631

Summerbridge National
1902 Van Ness Avenue, 2nd Floor
San Francisco, CA 94109
Greg Roberts
Executive Director
415-749-2037

Youth in Action
San Francisco Conservation Corps
1050 South Van Ness
San Francisco, CA 94110
Tom Ahn and Anthony Mickens
Co-Directors
415-920-7182

Teaching Academy Magnet Program
Independence High School
1776 Educational Park Drive
San Jose, CA 95133
William J. Rice
Coordinator
408-729-3911

C

Junior Future Teachers Club
Santa Ana United School District
2120 W. Edinger
Santa Ana, CA 92704
Connie Mayhugh
714-241-6430

Teachers for Tomorrow and
Future Teacher Clubs
New Haven Unified School District
34200 Alvarado-Niles Road
Union City, CA 94587
Jim O'Laughlin
Associate Superintendent, Personnel
510-471-1100 x2106

COLORADO

Celebration of Teaching
Buena Vista High School
P.O. Box 1761
Buena Vista, CO 81211
Marjorie E. Gray
719-395-2487

Today's Navajo Students, Tomorrow's
Navajo Teachers
University of Northern Colorado
213 McKee School for the Study of Teaching
and Teacher Education
Greeley, CO 80639
Sandra Weiser
Director, Office of Professional Services
970-351-1625

CONNECTICUT

Young Educators' Society (YES)
West Side Middle School
250 Brandgee Avenue
Groton, CT 06340
Silvana Panucci
Mentor

Capitol Region Education Council (CREC)
Hartford High School
Forest Street #55
Hartford, CT 06105
Yvonne Griffin
Coordinator of Young Educators Society (YES)
860-278-5920

Minority Teacher Recruitng Program
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106
Carole Mulready
203-247-2732

Young Educators' Society/YES
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106
Francis Harris
Director
203-247-2732

Young Educators' Society(YES)/CREC
Greater Hartford Connecticut Public Schools
Manchester High School
134 Middle Turnpike
Manchester, CT 06040
Yvonne Griffin
Director, Multicultural Education/HR
860-647-3531

Summerbridge New Haven
Hopkins School
986 Forest Road
New Haven, CT 06515
Karen Amaker and Catina Bacote
Co-Directors
203-397-1001 X 110

Young Educators' Society (YES)
Norwich Free Academy
305 Broadway
Norwich, CT 06360
Teri Bruce
Mentor

Young Educators' Society (YES)
Montville High School
Old Colchester Road
Oakdale, CT 06370
Joel Latman
Mentor

DELAWARE

Career Planning and Placement
Delaware State University
Education Department
Dover, DE 19901
James Mims
Chairman
302-739-5141

Future Educators of America
Department of Public Instruction
P.O. Box 1402
Dover, DE 19903-1402
Kathleen McCormick
(Sub - State Coordinator/FEA) Education Associate
302-739-2767

DISTRICT OF COLUMBIA

Future Educators of America
Dunbar Senior High School
1301 New Jersey Avenue, NW
Washington, D.C. 20001
Maryland K. Gourdine
Sponsor
202-673-7233

Future Teachers of America
Bowen Elementary School
Delaware Ave and M Streets S.W.
Washington, D.C. 20024
Eleanor Argan and Shirley D. Roberts
Teachers
202-724-4871

Teaching Professions Academy
Coolidge High School
5th and Tuckerman Streets
Washington, DC 20011
Christine Easterling
Advisor
202-722-1656

FLORIDA

Florida Future Educators of America
Auburndale Senior High
1 Bloodhound Trail
Auburndale, FL 33823
Joyce Mooneyham
Faculty Advisor/Department Chair, Exceptional Student Education
813-965-6200

F

School Board of Polk County
P.O. Box 391
Bartow, FL 33831
Oziemar Woodard
Director, Instructional Personnel
941-534-0728

Exploratory Teaching
J.P. Taravella High School
10600 Riverside Drive
Coral Springs, FL 33071
Mary Ann Pearson
Director
305-344-2300

Teacher Education Alliance
Florida Atlantic University
2912 College Avenue
Room LA446
Davie, FL 33314
Suzanne M. Kinzer
Director
954-236-1048

Future Educators of America
Volusia County School District
200 N. Clara Avenue
Deland, FL 32721
Al Bouie
Director
904-734-7190 x4068

Minority Teacher Education
Scholarship Application
University of Florida
P.O. Box 117045
Gainesville, FL 32611-7045
Simon O. Johnson
Professor of Education
352-392-5882

Broward County Florida Future Educators of America
South Broward High School
1901 North Federal Highway
Hollywood, FL 33020
Michael Roland
Student Activities Liaison
954-924-2738

Teaching Professions Magnet
Ed White High School
1700 Old Middleburg Road
Jacksonville, FL 32210-1232
Brenda S. Padgett
Teacher
904-693-7620

Teacher Assisting Program
Osceola District Schools
703 Simpson Road, Suite 3
Kissimmee, FL 34744
Daryla R. Bungo
Technical Curriculum Specialist
407-344-5034

21st Century Learning Center and Teaching Arts Academy
Largo High School
410 Missouri Avenue
Largo, FL 33770
Patricia C. Browne
Assistant Principal
813-588-3758

Center for the Teaching Profession
Miami Senior High School
2450 S.W. First Street
Miami, FL 33135
Lourdes Montiel
305-649-9800

Compact
Florida Memorial College
15800 Northwest 42nd Avenue
Miami, FL 33054
Roscoe Warren
305-626-3741

Florida Future Educators of America
Miami-Dade Community College-Kendall
11011 S.W. 104 Street
Miami, FL 33176
David Powers
305-237-2000

Future Educators of America
Dade County Public Schools
1500 Biscayne Boulevard, Suite 129
Miami, FL 33132
Delio G. Diaz
Director
305-995-7015

Professional Education Magnet
Miami-Norland Senior High School
1050 N.W. 195th Street
Miami, FL 33169
B.J. Orfely
Lead Teacher
305-653-1416

Summerbridge Miami
Ransom Everglades School
3575 Main Highway
Miami, FL 33133
John Flickinger
Director
305-460-8869

Florida Future Educators of America Chapter
Howard Middle School
800 East Robinson
Orlando, FL 32801
Estelle T. Johnson
Teacher
407-245-1780

Minority Teacher Recruitment Program/
Florida Future Educators of America
Orange County Public Schools
445 West Amelia Street
Orlando, FL 32801
Marcie R. Mathews
Project Administrator
317-849-3200 x 2170

C. McAuliffe Institute for Educational Pioneers
Oakcrest Elementary School
1820 N. Hollywood Boulevard
Pensacola, FL 32505
Arlena A. Costello
904-444-2765

Florida Future Educators of America
Charlotte High School
1250 Cooper Street
Punta Gorda, FL 33950
Connie Harbeson
Advisor
941-639-2118

Florida Future Educators of America
Mary Giella Elementary
14710 Shady Hills Road
Spring Hill, FL 34610
Gladys Russell
813-856-7548

Saint Leo College
Department of Education
St. Leo, FL 33574
James Peer
352-588-8869

Florida Future Educators
Florida Department of Education
325 W. Gaines, Suite 124
Tallahassee, FL 32399-0400
Gary Poetch
Director
904-488-6503

Division of Human Resources
Hillsborough City School Board
901 E. Kennedy Boulevard
Tampa, FL 33601
David Binnie
Director
813-272-4143
Sarah Governor
Supervisor of Instructional Teacher Placement
813-272-4144

M.O.S.E. Recruitment Project
University of South Florida
4220 East Fowler
Tampa, FL 33620
Sharman McRae
813-974-3390

Teacher Academy
Palm Beach Lakes High School
3505 Shiloh Drive
West Palm Beach, FL 33407
Joan Lagoulis
Magnet Program Coordinator
407-640-5014

Florida Future Educators of America
T.E. Weightman Middle School
30649 Wells Road
Zephyrhills, FL 33544
Freda Abercrombie
Teacher and Sponsor, FFEA
813-929-2689

GEORGIA

Public School Recruitment Service
Georgia State Department of Education
1858 Twin Towers East
Atlanta, GA 30334-5050
Donald Splinter
Coordinator
404-656-7647

South Atlanta High School Center
for Teaching
South Atlanta High School
800 Hutchens Road, S.E.
Atlanta, GA 30354
Barbara Murray
Coordinator
404-362-5057

Teacher Cadet Program
Cartersville High School
320 East Church Street
Cartersville, GA 30120
Diane Sakmar
Instructor
404-382-3200

Future Georgia Educators
Professional Association of Georgia Educators
P.O. Box 636
Clarkston, GA 30021
Nancy Hayes Kitchens
Foundation Director
404-292-7243

Future Educators of America
Towers High School
3919 Brookcrest Circle
Decatur, GA 30032
Sandra J. Harbuck
Instructor, Business Education
404-289-7166

Future Teachers of DeKalb
DeKalb County Public Schools
3770 North Decatur Road
Decatur, GA 30032
Lonnie Edwards
Director
404-297-7424

Introduction to Teaching/Teacher Cadets
Columbia High School - Dekalb County Schools
2106 Columbia Drive
Decatur, GA 30032
Ann Keating-Toro
Teacher
404-284-8720

Impact Program
Dunwoody High School
5035 Vermack Road
Dunwoody, GA 30338
Frances S. Dubner
Teacher of Gifted Students
770-394-4442

Teacher Cadets
Griffin High School
1617 West Poplar Street
Griffin, GA 30223-7119
Hugh Canterbury
Teacher
770-228-8641

Teacher Cadet Program
Hephzibah High School
P.O. Box 310, Brothersville Road
Hephzibah, GA 30815
Kimberly Burch
Teacher
706-592-2089

Careers in Education
Central Gwinnett High School
564 West Crogan Street
Lawrenceville, GA 30245
Randi Hill
770-963-8041
Tena B. Crews
Gwinnett County Future Georgia Educators
Coordinator/Teacher
404-972-7642

Careers in Education
Parkview High School
998 Cole Drive
Lilburn, GA 30247
Meridy Griggs
770-806-3814
Tena B. Crews
Gwinnett County Future Georgia Educators
Coordinator/Teacher
404-972-7642

Teacher Cadet
Lovejoy High School
1587 McDonough Road
Lovejoy, GA 30250
Lorabeth Stroup
Teacher Chair Department of
Foreign Languages
770-493-2920

Teacher Cadet Program
Cobb County Public Schools
514 Glover Street
Marietta, GA 30060
Elizabeth B. Cole
Assistant Superintendent, Certified Personnel
770-426-3342
Diana Poore
Director of Teacher Resource Center
404-423-6420

Careers in Education
Norcross High School
600 Beaver Ruin Road
Norcross, GA 30071
Neil Nichols
Director
770-448-3674

Pathways Program
Rome City Schools
508 E. Second Street
Rome, GA 30161
Pam Hamilton
Director of Personnel
706-236-5050

Careers in Education
Brookwood High School
1255 Dogwood Road
Snellville, GA 30278
Sandy Iverson
Coordinator
770-972-7642

Careers in Education
South Gwinnett High School
2288 East Main Street
Snellville, GA 30278
Gaye Nix
770-972-4840
Tena Crews
Gwinnett County Future Georgia Educators
Coordinator
404-972-7642

Georgia Southern University Career Services
University System of Georgia
Landrum Box 8069
Statesboro, GA 30460
Trish Bergmaier
Director
912-681-5197

Future Georgia Educators
Ware County High School
700 Victory Drive
Waycross, GA 31503
Donna Godwin
Instructor/Advisor
912-287-2351

HAWAII

Teaching as a Career
State of Hawaii
Department of Education
P.O. Box 2360
Honolulu, HI 96804
Elizabeth Balmores Wong
Affirmative Action Coordinator
808-586-3276

Future Teachers of America
Lahainaluna High School
980 Lahainaluna Road
Lahaina, Maui, HI 96761
Diane Bulay
Teacher/Advisor
808-662-3000

IDAHO

Students Serving Students
Buhl School District
920 Main Street
Buhl, ID 83316
Blake T. Walsh
Director of Special Services
208-543-9208

ILLINOIS

Hubbard High School
6200 South Hamlin Street
Chicago, IL 60629
Homer D. Turner
College Coordinator
312-535-2200

Bowen Teacher Academy
Bowen High School
2710 East 89th Street
Chicago, IL 60617
Joann Podkul
Coordinator
312-535-6000

Department of Education
St. Xavier University
3700 W. 103rd Street
Chicago, IL 60655
Jessie Panko
Professor
312-298-3215

Future Teachers of America
Minority Recruitment/Partnership
Chicago State University
95th at King Drive
Chicago, IL 60628
Bartley McSwine
Associate Professor
312-995-2086

Future Teachers Club
Fenger Academy
11220 S. Wallace
Chicago, IL 60628
Beverly Washington
Director
312-535-5430

Future Teachers of America
Roosevelt University
430 S. Michigan Avenue
Chicago, IL 60605
Peggy Lubin
Director, FTA
312-341-3700

Future Teachers of Chicago
513 W. 72nd Street
Chicago, IL 60621
Rutha E. Gibson
Executive Director
312-651-0954

Golden Apple Scholars of Illinois
Golden Apple Foundation for
Excellence in Teaching
8 S. Michigan Avenue, Suite 700
Chicago, IL 60603
Dominic Belmonte
Director
312-407-0006

High Jump
Latin School of Chicago
59 W. North Boulevard
Chicago, IL 60610-1492
John T. Kurty
Executive Director
312-573-4523

Multicultural Alliance/Urban Studies
1362 East 59th Street
Chicago, IL 60637
Terreneh Mosley
Coordinator, Central States Region
312-702-9450

Invite to Teach
York Community High School
355 W. St. Charles Road
Elmhurst, IL 60126
Diane P. Martin
Administrator
708-617-2464

Minority Teacher Recruitment Project
Illinois State University
Vice President and Provost Office
Campus Box 4000
Normal, IL 61790-4000
Diana P. McCauley
Associate Dean and Chairperson
309-438-2156

Multi-Cultural Education
Quincy Senior High School
3322 Maine Street
Quincy, IL 62301
Michael Humphrey and Jeanetta Green
Coordinators
217-224-3770

INDIANA

Teacher Education Program
Anderson University
School of Education
1100 East Fifth Street
Anderson, IN 46012
Barbara Jones
Department Chair
317-641-4402

Future Educators of America
Phi Delta Kappa
Box 789
Bloomington, IN 47402-0789
George Kersey Jr.
Associate Executive Director
1-800-766-1156

ICPAC- Indiana Career & Post-Secondary Advancement Center
Indiana University
2805 E. 10th Street, Suite 150
Bloomington, IN 47408
Scott Gillie
812-855-8475
Meg Lindeman
Director of Information
812-855-3109

Teacher Recruitment
Elkhart Community Schools
2720 California Road
Elkhart, IN 46514
Irene E. Bohannon
Director
219-262-5510

Cadet Teaching Program
Signature School
308 Main Street
Evansville, IN 47708
Don L. Hunter
812-435-8250

Professional Programs
Indiana State Teachers Association
150 W. Market Street, Suite 900
Indianapolis, IN 46204-2875
Barbara Stainbrook
H.R. Coordinator
317-263-3364

Project SET Student Exploratory Teaching
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204
Dallas Daniels, Jr.
Director, Division of Educational Equity Services
317-232-0550

School of Education
University of Indianapolis
1400 E. Hanna Avenue
Indianapolis, IN 46227
Lynne Weisenbach
317-788-3285

Student Exploratory Teaching
Indianapolis Public Schools
120 E. Walnut 103D
Indianapolis, IN 46204
Donna Humphries
Coordinator
317-226-4583

Exploratory Teaching Class
Warsaw High School
1 Tiger Lane
Warsaw, IN 46580
Linda Hoy
219-267-5174

(RAMS) Reaching Able Minority Students
Purdue University
6129 Liberal Arts and Education Building
West Lafayette, IN 47907-1440
Charles Haynes
Coordinator of Minority Programs
317-494-2341

Education Program
Calumet College of St. Joseph
2400 New York
Whiting, IN 46394
Elaine T. Kisisel
Director
219-473-4206

IOWA

Minorities in Teaching Program (MIT)
University of Northern Iowa
184 Schindler Education
Cedar Falls, IA 50614-0606
Janet E. McClain
Director
319-273-2924

Minorities in Teaching
Davenport Community School District
1120 Main Street
Davenport, IA 52803
Christine Hester
Program Facilitator
319-323-9900 x 347

Minorities in Teaching
Woodrow Wilson Middle School
1010 Iowa Street
Sioux City, IA 51105
Eunice M. Barnes
Director
712-279-6816

KANSAS

Summer Academy for Future Teachers
Emporia State University
Campus Box 4036
1200 Commercial
Emporia, KS 66801
Leo W. Pauls
Executive Director, Jones Institute for Educational Excellence
316-341-5372

High School Visitation Day
Kansas State University
College of Education
Manhatten, KS 66506
Agnes L. Elzinga
913-532-5524

Future Educators of America
Newton High School
900 W. 12th Street
Newton, KS 67114
Sally O'Banion
FEA Sponsor
316-284-6280 X136
Charlotte Sauerwein
FEA Sponsor

Future Educator Association
Pittsburg High School
1978 E. 4th Street
Pittsburg, KS 66762
Kathy Aubuchon
316-235-3200

Institute for Teacher Education
Kansas Newman College
3100 McCormick
Wichita, KS 67213
Laura McLemore
Director
316-942-4291 x201

Project Grow Your Own Teachers
Wichita Public Schools
281 N. Water Street
Wichita, KS 67202
Sam Spaght
316-833-4110

KENTUCKY

The Teacher Recruitment Leadership Institute
Kentucky State University
Hathaway Hall #215
Frankfort, KY 40601
Betty Griffin
Chairperson
502-227-6137

Letcher High School
One School Road
Letcher, KY 41832
Jane Dixon
Coordinator
606-633-0707

Teacher Bridge
University of Kentucky
341 Dickey Hall
Lexington, KY 40506
K.S. Webb
Director
606-257-3836

Avenues to Certification for Teaching
University of Louisville
School of Education
Louisville, KY 40292
Ella Smith Simmons
502-588-0577

Minority Teacher Recruitment
Jefferson County Public Schools
Box 34020
Louisville, KY 40232
Bonnie Marshall
Coordinator
502-852-7697

Summerbridge Louisville
Kentucky Country Day School
4100 Springdale Road
Louisville, KY 40241
Andrianne Smith
Director
502-429-9752

College of Education/Behavioral Sciences
Morehead State University
100 Ginger Hall
Morehead, KY 40351
Harold Harty
606-783-2040

Future Educators
Murray Independent School District
208 South 13th Street
Murray, KY 42071
Robert Lewis
Assistant Superintendent
502-753-4363

LOUISIANA

Louisiana Consortium on Minority Teacher Supply and Quality
Grambling State University
P.O. Box 46
Grambling, LA 71245
Mary Minter
Head, Teacher Education Department
318-274-3420

Franklin Summerbridge
Ben Franklin High School
2001 Leon Simon Drive
New Orleans, LA 70122
Deirdre Johnson
Director
504-286-2641

Future Teachers Club
McDonogh 35 Senior High School
1331 Kerlerec Street
New Orleans, LA 70116
Joyce C. Chapital
Teacher
504-942-3592

Newman Summerbridge
Isadore Newman School
1903 Jefferson Avenue
New Orleans, LA 70115
Vince Ricci
504-896-8595

Teacher Mentorship Program
Xavier University of Louisiana
7325 Palmetto Street
Box 59A
New Orleans, LA 70125
Roslayn Green
504-486-7411 x7553

Green Oaks Teaching Profession Magnet
Green Oaks Laboratory High School
2550 Thomas E. Howard, Sr. Drive
Shreveport, LA 71107
E. M. Farmer
Instructional Coordinator
318-425-0245

Magnet Program/Teaching Profession
Caddo Public Schools
2550 Prince Valiant
Shreveport, LA 71107
Wilmer Godfrey
Principal
318-425-3411

MAINE

Teacher Placement Service
State of Maine Department of Education
State House Station #23
Augusta, ME 04333
Nancy Ibarguen
Coordinator of Teacher Certification and Placement
207-287-5944

Peer Leadership Program
Belfast Area High School
98 Waldo Avenue
Belfast, ME 04915
Issy B. Cross
Guidance Coordinator
207-338-2051

MARYLAND

Future Educators of America
Loch Raven High School
1212 Coupens Avenue
Baltimore, MD 21286
Susan Falcone
Department Chair
410-832-1978

Project PRIME (Programs to Recruit and Inspire Minorities into Education)
Morgan State University -
Jenkins Building, Room 421
Coldspring Lane and Hillen Road
Baltimore, MD 21239
Brenda P. Haynes
Director
410-319-3780

Maryland Future Teachers
Hartford County Public Schools
45 E. Gordon Street
Bel Aire, MD 21014
Kathleen Eng
Supervisor of Personnel
410-838-7300

Future Teachers of Maryland
Elkton High School
110 James Street
Elkton, MD 21921
Janice Bowers
Coordinator
410-996-5000

STEPP (Striving To Excel Personally and Professionally)
Salisbury State University
Education Department
148B Caruthers Hall
Salisbury, MD 21801
Ellen V. Whitford
Assistant Professor
410-543-6280

Towson State University
College of Education
Hawkins Hall
Towson, MD 21204
Dennis Hinkle
Dean
410-830-2571

PRIME (Program to Recruit and Inspire Minorities into Education
Baltimore County Public Schools
6901 N. Charles Street
Towson, MD 21204
LaVerne C. Lee
Minority Recruiter/Coordinator
410-887-5538

Future Educators of America
Frederick Douglass High School
8000 Croom Road
Upper Marlboro, MD 20772
Theresa P. Tracy
Advisor
301-952-2400

MASSACHUSETTS

Teaching Opportunities Program
Bridgewater State College
Burnell Campus School
Bridgewater, MA 02325
Joanne Newcomb
Dean, School of Education and Allied Studies
508-697-1347

Careers In Education
Cambridge Public Schools/Lesley College
459 Broadway
Cambridge, MA 02138
Maria Ferri
617-349-6730

Summerbridge Cambridge
459 Broadway CRLS R245
Cambridge, MA 02138
Carolyn Magnagni
617-349-6647

Bridge School
Chelsea High School
299 Everett Avenue
Chelsea, MA 02150
Maggie Lodge
Director
617-889-8424

LEAP
Dorchester High School
9 Peacevale Road
Dorchester, MA 02124
Jeri Frazier
Coordinator
617-635-8904

Future Educators Club/Celebration of Teaching
BMC Durfee High School
360 Elsbree Street
Fall River, MA 02720
Joyce Mauretti
Teacher/Advisor
508-675-8106

Teach Boston
Boston Public Schools
55 New Dudley Street, Bldg. #1
Roxbury, MA 02120
Joan Harrington
617-635-9785
Rosanne Bacon Meade
Project Director
617-635-8079 x136

Wellesley High School
144 Washington Street
Wellesley, MA 02181
Marcia Doiron
Teacher
617-446-6290

Worcester Future Teachers' Academy
Worcester Public Schools
20 Irving Street
Worcester, MA 01609
Stacey A. DeBoise
Assistant to Personal Manager
508-799-3021

MICHIGAN

Future Force
SW Michigan Urban League
172 W. Van Buren
Battle Creek, MI 49017
Rebecca Jackson
Director
616-962-5553

Wade McCree Scholarship Program
University of Michigan/Dearborn
4901 Evergreen Road
Dearborn, MI 48128
John B. Poster
Dean, School of Education
313-593-5435

Urban Environmental Education in Detroit
Cass Technical High School
2421 Second Avenue
Detroit, MI 48201
Randall E. Raymond
Project Director
313-596-3900

Young Educators' Society of Michigan
Wayne State University
469 College of Education
Detroit, MI 48202
Sally Smith-Brown
313-577-1601
Sylvia Holman
Equity Ombudsperson
313-994-2240

Aguinas College of Education Department
Aguinas College
1607 Robinson Road, SE
Grand Rapids, MI 49506
Jim Garofalo
Department Chairperson
616-459-8281

Mentorship Program
Forest Hills Public Schools
5901 Hall S.E.
Grand Rapids, MI 49546
Kathy Smalt
Coordinator of Volunteer Partnerships
616-285-8786

Young Educators' Society(YES)
Michigan Chapter
Grand Rapids Public Schools
P.O. Box 117 Franklin, S.E.
Grand Rapids, MI 49501-0117
Jim Vidro
Coordinator of Student Activities
616-771-2010

EFE Teacher Internship Program
Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49007
Mary C. Harper
Career and Technical Counselor
616-337-0159

School/Community Plan For Recruiting Minorities
Western Michigan University, College of Education
3720 West Main
Kalamazoo, MI 49007
Regena Sails Nelson
616-387-3509

Young People in Education(YPIE)
Home Growth
Kalamazoo Public Education
Foundation (KPEF)
714 S. Westnedge, Suite 231
Kalamazoo, MI 49007
Doreen Thomas
616-337-0498

Saginaw Township Community Schools
Director of Instruction and Personnel
P.O. Box 6278
Saginaw, MI 48608
Kay Packwood
517-797-1835

MINNESOTA

Teachers of Tomorrow, Inc. (TOT)
Lake Superior College
2101 Trinity Road
Duluth, MN 55811
Jowel C. Laguerre
Executive Director/Director of Student and
Academic Affairs
218-723-4922

Education Magnet
Minneapolis Public Schools
700 22nd Avenue, NE
Minneapolis, MN 55418
Jackie Anderson
Coordinator/Teacher
612-627-3110

Multicultural Teacher Development Project
University of Minnesota Twin Cities
Student & Professional Services
110 Walling Hall
86 Pleasant Street, SE
Minneapolis, MN 55455
Leanne Baylor
Assistant to the Director
612-625-8059

Teachers of Color Program
St. Paul Public Schools
1930 Como Avenue
St. Paul, MN 55108
Jay Ettinger
Associate Director of Guidance and
Related Services
612-228-3645

MISSISSIPPI

Mississippi Teacher Center
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771
Bobbie McLaurin
Job Placement Manager
601-359-3631

Peace Corps Fellows/USA Program
The University of Southern Mississippi-
Gulf Coast
730 East Beach Boulevard
Long Beach, MS 39560
Eric F. Luce
Assistant Professor of Curriculum
and Instruction
601-865-4547

MISSOURI

Minority Intern Program
Columbia Public Schools
1818 W. Worley
Columbia, MO 65203
Gene E. Huff
Director of Personnel
573-886-2146

Minority Student Future Teacher Program
Columbia College
1001 Rogers Street
Columbia, MO 65216
Eliot F. Battle
Special Assistant to the President
573-875-7203

Cadet Teaching Program/Future Teachers of America Organization
Fort Osage High School
2101 North Twyman Road
Independence, MO 64058
Brenda Shrout and Rich Long
Coordinators
816-650-6106

Cadet Teaching Program
Lee's Summit High School
600 Miller Street
Lee's Summit, MO 64063
Nancy Rindone
Director of Staff Development
816-524-3368

Project Enrich
Drury College
900 N. Benton
Springfield, MO 65802
Daniel R. Beach
Director of Teacher Education
417-873-7271

Course Introduction to Teaching
Saint John the Baptist High School
5021 Adkins Street
St. Louis, MO 63116
Sandy Brady
314-351-5604

Future Educators of America
Parkway North High School
12860 Fee Fee Road
St. Louis, MO 63146
Norma Jean Downey
Teacher
314-415-7600

Teaching Scholars Program
Harris-Stowe State College
3026 Laclede Avenue
St. Louis, MO 63103
Emelda Harris
Dean
314-340-3649

Horizons in Education
Central Missouri State University
Lovinger 300
Warrensburg, MO 64093
Audrey Wright
816-543-8675

NEBRASKA

Multicultural Office
Lincoln Public Schools
P.O. Box 82889 or 5901 'O'Street
Lincoln, NE 68501
Radious Y. Guess
Multicultural School Community Specialist
402-436-1604

College of Education Minority Recruitment Program
University of Nebraska at Omaha
Kayser Hall, Room 326
Omaha, NE 68182-0161
Becky Schnabel
Coordinator of Student Services
402-554-3701

NEVADA

Minority Recruitment Program
Washoe County School District
425 East 9th Street
Reno, NV 89502
Shirley A. Woods
Minority Recruitment Officer
702-348-0321

NEW HAMPSHIRE

Summerbridge Manchester
The Derryfield School
2108 River Road
Manchester, NH 03104
Natalie Koepp and Joel Vargus
Director
603-669-4524

NEW JERSEY

Vocational Education/Career Preparation
Camden City Schools
201 North Front Street
Camden, NJ 08102-1629
Lucian J. Janik
Director
609-966-2319

Future Educators of America
West Morris Central High School
Bartley Road
Chester, NJ 07930
Maria Zdroik
Teacher/Advisor
908-879-5212

Project PRIME (Project to Recruit Interested Minorities Into Education)
Jersey City State College
2039 Kennedy Boulevard
Jersey City, NJ 07305
Jo Anne Juncker
Director, Basics and Urban Studies Masters Program
201-200-2114

Recruiting Preservice Minority Special Education Teachers
Jersey City State College, Department of Special Education
2039 Kennedy Boulevard
Jersey City, NJ 07305-1597
Brian D. Hurwitz
Chairperson
Berverly Barkon
Director
201-200-3023

Future Educators of America
West Morris Mendham High School
E. Main Street
Mendham, NJ 07945
Ned Panfile
Teacher
201-543-2501

A Celebration of Teaching
Geraldine R. Dodge Foundation
163 Madison Avenue, P.O. Box 1239
Morristown, NJ 07960
Ruth D. Campopiano and Peter Schmidt
Co-Directors
201-540-8442

Consortium for Pre-College Education
New Jersey Institute of Technology
University Heights
Newark, NJ 07102
Graciela Hoato
Assistant Director
201-596-5831

Future Teachers Club
School #3
448 Main Street
Paterson, NJ 07501
Wanda I. Cruz
Teacher/Advisor
201-881-6006

Peer Tutoring
Branchburg Township School District
220 Baird Road
Somerville, NJ 08876
M. Bonieski
Director of Student Personnel Services
908-722-2408

Celebration of Teaching
Edgewood City Schools
5005 State Route 73
Trenton, NJ 45067
Marian A. Moeckel
513-867-7425

Project Adelante
Kean College of New Jersey
Morris Avenue
Union, NJ 07083
Ana Maria Schuhmann
Dean, School of Education
908-527-2994

Newark Scholars in Teaching
Montclair University
Valley Road
Upper Montclair, NJ 07043
Jennifer Robinson
201-655-4226

NEW MEXICO

Celebrate Teaching/Future Teachers of America
La Cueva High School
7801 Wilshire NE
Albuquerque, NM 87122
Pat Graff
Teacher
505-823-2327 x255

I TEACH
University of New Mexico
Mesa Vista Hall, Rm 3040
Albuquerque, NM 87131
James Apodaca
Director of Special Projects
505-277-7269

Teacher Education Center
New Mexico Highlands University
School of Education
Las Vegas, NM 87701
James Abreu
505-454-3533

NEW YORK

Shadowing and Internship Programs
Career Development Council Inc.
459 Philo Road
Almira, NY 14903
Nancy Blake
Supervision of Career Education Services
Linda Hansee
Executive Director
607-739-3581

Summerbridge at Riverdale
Riverdale Country School
5250 Fieldston Road
Bronx, NY 10471
Justine Stamen
Director
718-519-2716
Clarissa Latibeaubiere

Walton-Lehman Pre-Teaching Academy
Herbert H. Lehman College of the
City University of New York
250 Bedford Park Boulevard West
Bronx, NY 10468
Anne Rothstein
Associate Provost
718-960-8569

Career Magnet at Kensington
Professional Education Alliance
319 Suffolk Street
Buffalo, NY 14215
Judy Davis
716-838-7555

Science Teacher Career Ladder
New York Hall of Science
47-01 111th Street
Corona, NY 11368
John Hammer
Education Manager
718-699-0005 x335

Future Teachers Club
Fabius-Pompey High School
South Street
Fabius, NY 13063
Cheryl Maxian
Advisor
315-683-5811

Future Teachers of America
Farmingdale High School
150 Lincoln Street
Farmingdale, NY 11735
Bea Ferrari
516-752-6601

Project SAFARI
SUNY State University of New York/Fredonia
276 E. Thompson Hall
Fredonia, NY 14063
JoAnn Parla-Burdic
Associate Professor, Education
716-673-3245

Teachers of Tomorrow (T.O.T.)
Hofstra University
243A Gallon Wing-113
Hempstead, NY 11550
Marguerite Golden Rhodes
Special Consultant for Minority Affairs and
Director of T.O.T.
516-463-5748

Pre-Teaching Program
Hillcrest High School
160-05 Highland Avenue
Jamaica, NY 11432
Jessica Rothman
Coordinator
718-658-5407

Teaching: The Profession of Choice
Westchester-Putnam School
Boards Association
1102 Palmer Avenue
Larchmont, NY 10583
Janet Walker
914-833-0094
Liz Jaffe
Executive Director

Early Childhood Education II
Oswego County Boces
County Route 64
Mexico, NY 13114
David Stern
Principal
315-963-4251

Clearpool School
23 Gramercy Park South
New York, NY 10003
Peter Rose
212-777-1207
Tim Knowles
Director of Education

Academy for Learning and Teaching
Brandeis High School
145 W. 84th Street
New York, NY 10024
Shana Zaslow
Director
212-799-6661

Education Careers for Minority High School
Students
CUNY Graduate School Center for Advanced
Study in Education
25 West 43rd Street, Suite 620
New York, NY 10036
Audrey J. Gartner
Co-Director, Peer Research Laboratory
212-642-2929

Pathways to Teaching Careers
Bank Street College of Education
610 West 112 Street
New York, NY 10025
Cathleen Harvey
Assistant Director
212-875-4529

Precollegiate Minority Students/Teachers
Fordham University/Lincoln Center
113 W. 60th Street
New York, NY 10023
Anthony Baratta
Director
212-636-6451

Precollege Programs
NACME, Inc.
3 W. 35th Street
New York, NY 10001
Ismael Diaz
Director
212-279-2626 x211

Project MUST
New York University School of Education
239 Greene Street, Suite 600
New York, NY 10003-6674
Marilyn Sobelman
Director
212-998-5233

School of Teaching
Richard R. Green High School/Teaching
421 E. 88th Street
New York, NY 10128
Alan Lentin
Principal
212-722-5240

Council for Exceptional Children (CEC)
Career Club
North Tonawanda High School
405 Meadow Drive
North Tonawanda, NY 14120
Cathy Crowley
Special Education Teacher
716-694-8022

Celebration of Teaching
Jefferson-Lewis Teacher Center
171 E. Hoord Street
Watertown, NY 13601
Program Director
315-785-9143

Pre-Teaching Magnet Program
Lincoln High School for Economics and Finance
Kneeland Avenue
Yonkers, NY 10704
Kathleen Ryan
Director, Center for Educational Services
914-376-8400

Today's Students, Tomorrow's Teachers
Learning Foundation
200 Boces Drive
Yorktown Heights, NY 10598-4399
Bettye H. Perkins
Program Manager
914-248-2399

NORTH CAROLINA

Project TEACH
Fayetteville State University/Chestnut Library
1200 Murchison Road
Fayetteville, NC 28301
Ellen McEachern
Archivist/Special College Librarian

Shadowing Program
Mooresville Graded SD
574 W. McLellan Avenue
Mooresville, NC 28115
Judy Honeycutt
Director of Instructional/Special Projects
704-663-3274

Cadet Teaching Program
Mt. Pleasant High School
700 Walker Road
Mt. Pleasant, NC 28124
Vickie S. Honeycutt
Teacher
704-436-9321

Carolina's Association/Collegiate Registrars and Admissions Offices(CACRAO) Planning for College Workshop
North Carolina State University
NCSU Admissions
P.O. Box 7103
Raleigh, NC 27695-7103
George Dixon
Director of Admissions
919-515-2434
Anthony Britt
Director of Admissions, Barton College
919-399-6318

North Carolina Comprehensive System of Personnel Development
Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
Fred J. Baars
Consultant
919-715-1597

North Carolina Teaching Fellows Program
Public School Forum of North Carolina, Inc.
3739 National Drive Suite 210
Raleigh, NC 27612
Jo Ann Norris
Associate Executive Director
919-781-6833

Project Teach
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
Marsha E. Boyd
Coordinator
919-715-1145

Future Teachers of America
North Carolina Association of Educators
Regional Office
9744 Highway 87
Reidsville, NC 27320
Jane R. Hansel
910-616-0123

African American Male Role Models in Education
Livingston College
701 W. Monroe Street
Salisbury, NC 28144
Harold L. Flemming
Director, Center for Teaching Excellence
704-638-5683

Minorities in Education for Tomorrow (MET)
New Hanover County Schools
1802 S. 15th Street
Wilmington, NC 28401
Chris Furr
Personnel Supervisor
910-763-5431

Minorities in Education Tomorrow, Home Grown, and Project Connect
University of North Carolina at Wilmington
Donald R. Watson School of Education
601 South College Road
Wilmington, NC 28403
Brad Walker
Associate Dean for Academic Programs/ Model Clinical and Professional Development Coordinator
910-395-3891

Grow Your Own/Project Teacher
Wilson County Schools
P.O. Box 2048
Wilson, NC 27893
Steve Thornton
Assistant Superintendent
919-399-7750

NORTH DAKOTA

Teacher Aide Program
Bowman Public Schools
West 8th Avenue
Bowman, ND 58623
Glenn Moser
Director, Guidance Services
701-523-3283

OHIO

Business Education Collaboration on Minorities in Education (BECOME)
Akron Public Schools
70 N Broadway
Akron, OH 44308
Sandra Stubbs
Executive Director for Community Partnerships and Minority Affairs
330-434-1661 x2116

Future Educator's Club
Akron Public Schools
70 N. Broadway
Akron, Ohio 44308
Fred Gissendaner
Director
330-434-1661

CAPE: Camp Attracting Prospective Educators
Ashland University, Ohio Minority Recruitment Consortium
102-B Bixler Hall
Ashland, OH 44805
Lowell T. Smith
419-289-5298

Recruitment Conference
Cedarville College
Box 601
Cedarville, OH 45314
Merlin Ager
Chairman, Department of Education
513-766-2211 x7781

Future Educators of America
Cincinnati Public Schools/Academy of World Languages
2030 Fairfax Avenue
Cincinnati, OH 45207
Future Vincent
513-872-7300

Future Educators of America
Jacobs Center
5425 Winton Ridge Lane
Cincinnati, OH 45232
Thomas Boggs
Teacher/Advisor
513-853-6750

High School for the Teaching Profession
Hughes Center
2515 Clifton Avenue
Cincinnati, OH 45219
Diana Porter
Program Facilitator
513-559-3055

Teaching Professions Thematic Program
Collinwood High School
15210 St. Clair Avenue
Cleveland, OH 44110
Kitty Keefe
Coordinator
216-268-6127

Columbus Educators of Tomorrow
Columbus Public Schools
270 East State Street
Columbus, OH 43215
Janet E. Kearney
Supervisor, Certificated Personnel
614-365-5651

Northland Teaching Academy
Northland High School
1919 Northcliff Drive
Columbus, OH 43229
Rose King and Gary Love
Co-Coordinators
614-365-5703

Ohio Future Educators of America
Ohio Department of Education
Division of Teacher Education, Certification,
and Professional Development
65 S Front Street, Rm 1009
Columbus, OH 43215-4183
Rae Harriott
Liaison
614-752-9447

Teaching Leadership Consortium
Ohio State University
149 Arps Hall, 1945 N. High Street
Columbus, OH 43210-1172
Cynthia Billard
614-292-5790

Horizons In Education
Wright State University
College of Education & Human Services
320C Millett Hall
Dayton, OH 45435
Chris A. Murphy
Manager, Office of Student Services
513-873-4508

Future Teachers of America
Elyria High School
311 6th Street
Elyria, OH 44035
Richard Gast
216-284-8300

Alliance for the Recruitment of
Diverse Educators
Gahanna Jefferson Public School
160 S. Hamilton Road
Gahanna, OH 43230
Judith Weller
Director, Personnel
614-478-5565

Educational Mentorship
Gahanna - Lincoln High School
140 Hamilton Road
Gahanna, OH 43230
Karen Coggins
Guidance Counselor
614-478-5508

Teachers of Tomorrow
Port Clinton City Schools, Portage School
Lake Street & State Road
Gypsum, OH 43433
Jane Taylor and Eileen Meisler
Advisors
419-732-2812

Teaching Leadership Consortium
Kent State University
217 White Hall, College of Education
Kent, OH 44242
Marvin E. Peek
Director
216-672-2895

Project Support
North Central Ohio S.E.R.R.C.
2200 Bedford Avenue
Mansfield, OH 44906
Gary Steinen
Instructional Resource Center Coordinator
419-747-4808

Minority Professional Leadership Program
Miami University
200 McGuffey Hall
Oxford, OH 45056
Julie Underwood-Young
Assistant Dean
513-529-6418

MIND-Minorities in Education
Sanduskey City Schools
407 Decatur Street
Sanduskey, OH 44870
Janet L. Cramer
Coordinator of Personnel Services
419-621-2710

Future Teacher Club
Shaker Heights High School
15911 Aldersyde Drive
Shaker Heights, OH 44120
Edna Duffy Murphy
Teacher
216-295-4334
William J. Trost
Administrative Assistant for Personnel

CAPE: Camp Attracting Prospective Educators
Springfield City Schools
49 E. College Avenue
Springfield, OH 45504
Pam Young
513-328-2125

OKLAHOMA

Altus Teacher Cadets
Altus High School
400 Park Avenue
Altus, OK 73521
Donna Smith
Teacher
405-481-2546

Teacher Cadet
Edmond Memorial High School
1000 E. 15th
Edmond, OK 73013
Jo Lyn Lisle
Classroom Teacher
405-340-2850

Community Leadership Class
El Reno High School
P.O. Box 580
El Reno, OK 73036
Vicki Hoffman
Teacher/Coordinator
405-262-1492

Teacher Cadet Program
Geary High School
300 S. Blaine
P.O. Box 188
Geary, OK 73040
Jason M. Robison
Teacher/Coach
405-884-2289

Teacher Cadets
Hollis High School
415 N. Main Street
Hollis, OK 73550
Jana Williams
Counselor
405-688-2707

PRO-TEAM
MacArthur Junior High School
510 N.E. 45th Street
Lawton, OK 73507
Ruby Nicolas
Director of Education, Oklahoma City
405-353-5111
Melvin Hoskin
Teacher

Senior Seminar in Education/Teacher Cadets
MacArthur High School
4400 E. Gore
Lawton, OK 73501
Sue Erwin
Master Teacher
405-355-5230

Senior Seminar In Education/Teacher Cadets
Lawton High School
601 N.W. Ft. Sill Boulevard
Lawton, OK 73507
Nina Hunt
Master Teacher
405-355-5170

Oklahoma Minority Teacher Recruitment
Center (OMTRC)
Oklahoma State Regents for
Higher Education
500 Education Building
State Capitol Complex
Oklahoma City, OK 73105-4503
Armando Pena
Director
405-524-9197

Celebration of Teaching
Oklahoma State Teacher of the Year Chapter
& Oklahoma State University
Elk City Public Schools
1807 W. 5th
Stillwater, OK 74075
Marilyn King
405-372-0451

OREGON

Reach For Success
Office of Multicultural Affairs
1255 University of Oregon
Eugene, OR 97403
Randy Choy
Program Coordinator
541-346-3479

Division of Elementary Education
Western Oregon State College
School of Education
Monmouth, OR 97361
Susan Dauer
503-838-8471

Portland Teachers Program (PTP)
Portland Public Schools; Portland Community College; Portland State University
P.O. Box 3394
Portland, OR 97208
Deborah Cochrane
Director
503-244-6111 x5444

Summerbridge Portland
Catlin Gabel School
8825 SW Barnes Road
Portland, OR 97225
Lurlene Shamsud-Din
Director
503-203-5108

PENNSYLVANIA

Lehigh Valley Summerbridge
Moravian Academy
4313 Green Pond Road
Bethlehem, PA 18017
Jordi Comas and Eleanora Holley
Co-Directors
610-865-8072

Teacher Assistant Program
Academy of the New Church Girls School
Bryn Athyn Church School
Bryn Athyn, PA 19009
Fay Lindrooths
215-947-4086
Gloria Wetzel
Principal
215-938-2595

Elkland Youth Education Association/Future Teachers of America
Elkland Area High School
110 Ellison Road
Elkland, PA 16920
Mary Bontempo
Teacher/Advisor
814-258-5115

Guidance
Cathedral Preparatory School
125 W. 9th Street
Erie, PA 16501
Rich Grychowski
814-453-7737

Students Interested in Teaching
East High School
1151 Atkins Street
Erie, PA 16507
Sheran Alexander
814-871-6567

Kappa Delta Pi Celebration of Teaching
Beaver College-Education Department C-315
450 S. Easton Road
Glenside, PA 19038
Edna Adams McCrae
Director
215-572-2162

Education Workshop
Gwynedd-Mercy College
Gwynedd Valley, PA 19437
Sister Antoinette Marie
Chairperson of Undergraduate Education Division
215-641-5549

Pennsylvania Youth Education Association and Student Pennsylvania State Education Association-National Education Association
Pennsylvania State Education Association-National Education Association
400 North 3RD Street, P.O. Box 1724
Harrisburg, PA 17105
Frances L. Pierce
Coordinator of Student Programs
717-255-7000

Adelante y Mas
Indiana University of Pennsylvania
233 Stright Hall
Indiana, PA 15705
Francisco E. Alarcon
Assistant Professor
412-357-2741

LTA-IUP Summer Experience
Indiana University of Pennsylvania
104 Stouffer Hall
Indiana, PA 15705-1083
David Rotigel and Gary Smith
Project Co-Directors
412-357-2480

Future Educators Association
J.P. McCaskey High School
1051 Lehigh Avenue
Lancaster, PA 17602
Jo S. Stokes
Teacher/Advisor
717-291-6211

Celebration of Teaching
Hempfield School District
Stanley Avenue
Landisville, PA 17538
Drue Brown
Director
717-898-5500

State Committee for Student Organizations
Pennsylvania State Education Association/
Cornwall-Lebanon School District
Cedar Crest High School
Lebanon, PA 17142
Leo Conway
717-272-2031

Pennsylvania Governor's School for Teaching
Millersville University
Stayer Education Center
Millersville, PA 17551
Linda McDowell
Program Director
717-871-2026

Langley Teaching Academy
Langley High School
2940 Sheraden Boulevard
Pittsburgh, PA 15204
Lanny Krafzewski
Coordinator
412-778-2142

Minority Recruitment Program
Rider University/School of Education and Human Services
853 Weber Drive
Yardley, PA 19067
Jerome F. Megna
Director
609-896-5048
Carol Brown
Chair

RHODE ISLAND

Summerbridge
Wheeler School
216 Hope Street
Providence, RI 02906
Cathy Sanford
Director
401-521-6744

The Providence Teacher Academy
Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908
Xae Reyes
Assistant Professor of Education, Department of Educational Studies
401-456-8170 x8830

U.R.I. Urban Field Center
University of Rhode Island
80 Washington Street
Providence, RI 02903
Kathleen A. Dodge
Associate Executive Director
401-277-5230

SOUTH CAROLINA

Teacher Cadet
Clemson University
410 Tillman Hall
Clemson, SC 29674-0709
Shelley Barbari-Fone
Coordinator of Teacher Recruitment
864-656-0327

Center for Science Education
University of South Carolina
Columbia, SC 29290
John Carpenter
803-777-6920

Teacher Cadet Program
Irmo High School
6671 St. Andrews Road
Columbia, SC 29212
Judy Harane
Teacher Cadet Instructor
803-732-8100

Teacher Cadet Program
University of South Carolina
College of Education
Room 113
Columbia, SC 29208
Burnice L. Hayes
Instructor/Coordinator
864-777-5991

School of Education
Francis Marion University
P.O. Box 100547
Florence, SC 29501
Robert Sawyer
Dean, School of Education
803-661-1475

Summer Minority Program
Florence I Schools
319 S. Dargan Street
Florence, SC 29506
Sara J. Slack
Assistant Superintendent for Personnel
864-669-4141

Pro-Team
Georgetown County School District
624 Front Street
Georgetown, SC 29440
Tommy G. Burbage
Assistant Superintendent, Personnel
803-546-2561

Lander University Teacher Cadet Program
Lander University
320 Stanley Avenue
Greenwood, SC 29649
Sheila B. Marino
Assistant Dean, School of Education/Teacher Cadet Coordinator
864-388-8225

Teacher Cadet Site
USC/Coastal-Waccamow High School
2412 Kings River Road
Pawleys Island, SC 29585
Jeanie Dailey
Teacher
803-237-9899

Crossroads Summer Institute
Summer Teaching Careers Institute
South Carolina Center for Teacher Recruitment
Canterbury House
Rock Hill, SC 29733
Janice Poda
Director
803-323-4032

ProTeam
South Carolina Center for Teacher Recruitment
Canterbury House
Rock Hill, SC 29733
Janice Poda
Director
803-323-4032

Teacher Cadet
South Carolina Center for Teacher Recruitment
Canterbury House
Rock Hill, SC 29733
Janice Poda
Director
803-323-4032

Teacher Cadet Site
Dorman High School
1491 W.O. Ezell Boulevard
Spartanburg, SC 29301
Carla Bittle
864-576-4202

S

The Saturday Academy
University of South Carolina/Spartanburg
800 University Way
Spartanburg, SC 29303
Jimmie E. Cook
Dean, School of Education
864-503-5577

Teacher Cadets
Union High School
1163 Lakeside Drive
Union, SC 29379
Linda Moss
864-429-1750 x37

Future Teachers of America Club
Wave Shoals High School
56 Greenwood Avenue
Wave Shoals, SC 29692
Janet Miller
864-456-7923

Lexington District Two
715 Ninth Street
West Columbia, SC 29169
Marilyn Ward
Assistant Director of Personnel
803-739-4053

SOUTH DAKOTA

School of Education
Dakota State University
101 East Hall
Madison, SD 57042
Betty Bauers
605-256-5177

Future Teachers Academy
Black Hills State University
1200 University, USB 9504
Spearfish, SD 57799-9504
Deb Easterly
Director, Grants Office
605-642-6627

Celebration of Teaching
Meade 46-1 District
1230 Douglas Street
Sturgis, SD 57785
Josephine Hartmann
Director, Curriculum/Instruction
605-347-6544

TENNESSEE

Teacher Education
Tennessee Wesleyan College
College Street
Athens, TN 37303
Glenn E. Barnett
Acting Chair
423-745-7504 x5219

Minority Recruitment Program
Austin Peay State University
College of Education
Clarksville, TN 37044
Fawn Ukpolo
Dean, College of Education
615-648-6195

Dean's Institution for Educational Excellence
Memphis State University
College of Education
Memphis, TN 38152
Janie Knight
901-678-3422

Future Teachers and Coaches
Bishop Byene High School
1475 E. Shelby Drive
Memphis, TN 38116
Jack Grannan
901-346-9488

Belmont University
1900 Belmont Boulevard
Nashville, TN 37212
Richard Fallis
615-460-6437

Future Teachers of America
Tennessee Education Association
801 Second Avenue, N.
Nashville, TN 37201
Donna Cotner
615-242-8392

Partnership to Assist School Success
Tennessee State Department of Education
Office of Professional Development
710 James Robertson Parkway
Andrew Johnson Tower, 7th Floor
Nashville, TN 37243
Hazel Thomas
Director
615-532-6211
Patricia B. McNeal
Staff Director
615-741-7591

Tennessee Task Force on the Supply of Minority Teachers
Tennessee Department of Education
710 James Robertson Parkway
Andrew Johnson Tower
Andrew Robertson Tower, 6th Floor
Nashville, TN 37243
May Alice Ridley
Staff Director
615-532-4980

TEXAS

School of Professional Studies
Sul Ross State University
Box C-201
Alpine, TX 79832
Phyllis Musgrove
Dean
915-837-8134

TAFE/BESTT/Teacher Cadet Class
Angleton High School
1201 Henderson Road
Angleton, TX 77515
Mary Fry
TAFE Sponsor Teacher for BESTT/Teacher Cadet Class
409-849-8207

Baytown Area Recruitment & Retention Program (BAERR)
Goose Creek Consolidated Independent School District
P.O. Box 30
Baytown, TX 77522
Susan Moore-Fontenot
Assistant Director of Personnel
713-420-4800

Quality Students/Quality Teachers
Recruitment Project
Networking Academy
University of Texas at Brownsville
80 Fort Brown
Brownsville, TX 78520
Elva G. Laurel
Alternative Certification Director
210-982-0255

Texas Future Teachers of America
Homer Hanna High School
2615 Price Road
Brownsville, TX 78521
Hector Reyna
Teacher
210-548-7600

College Station Independent School District
1812 Welsh
College Station, TX 77840
Billy L. Dornburg
Assistant Superintendent
409-764-5411

EXPLORE
Texas A&M, College of Education
Culturally Diverse Student Services
and Research
College Station, TX 77843-4222
Gwendolyn Webb-Johnson
409-845-6068

Bridging the Education Scene for Teachers of Tomorrow(BESTT)
Conroe High
3200 W. Davis
Conroe, TX 77304
Virginia Pliler
English Teacher/TAFE Sponsor
409-756-4416

Educational Assistant Cooperative
Corpus Christi Independent School District
801 Leopard Street, P.O. Drawer 110
Corpus Christi, TX 78403-0110
Anita Hinojosa
Director of Career and Technology Education
512-886-9053

Texas Association of Future Teachers
Ryan High School
5101 East McKinney
Denton, TX 76208
Evelyn Sephus
Director
817-566-7926
Milton Wallace
Principal

Texas Teacher Recruitment, Retention and
Assistance Program
Region 1, Education Service Center
1900 W. Schunior
Edinburg, TX 78539-2234
Sylvia Hatton
Director
210-383-5611 x 281

Summerbridge Forth Worth
Fort Worth Country Day School
4200 Country Day Lane
Fort Worth, TX 76109
Carla Brumley
Director
817-732-7718

Galveston Independent School District
P.O. Drawer 660
Galveston, TX 77553
Henry Boening
Superintendent
409-766-5156

Austin High School for Teaching Professions
Stephen F. Austin Senior High School
1700 Dumble
Houston, TX 77023
Dottie Bonner
Magnet Coordinator
713-924-1600

Celebration of Teaching
Spring Branch Independent School District
10660 Hammerly
Houston, TX 77043
Patricia C. Taylor
Career Information and Development
Facilitator
713-365-4626

Galveston Area Teacher Education
Recruitment and Retention (GATERR)
University of Houston/Clear Lake
2700 Bay Area Boulevard
Houston, TX 77058
Anne Baronitis
Coordinator of Academic Advising
713-283-3615

Institute for Urban Education
University of Houston
College of Education
Houston, TX 77204-5874
Robert Houston
Executive Director
713-743-5049

Teacher Preparation Program
University of Houston - Clear Lake
Center for Professional Development &
Technology, School of Education
2700 Bay Area Boulevard, Box 30
Houston, TX 77058
Jackie Raspberry
Associate Professor
281-283-3612

Texas Association of Future Educators
Langham Creek High School
17610 FM 529
Houston, TX 77095
Carolyn Alexander
Teacher
713-463-5400

Texas Teacher Recruitment, Retention and
Assistance Program
Region IV Education Service Center
West Tidwell
Houston, TX 77092-2096
Mackie Ervin
Project Dirctor (TTRRA) at Region IV Educa-
tion Service Center
713-744-6357

A Cooperative Program for Growing
Your Own
Sam Houston University, College of Education
Office of the Dean
Huntsville, TX 77341
Kenneth Craycraft
Dean
409-294-1101

Celebration of Teaching
Sam Houston State University
P.O. Box 2119
Huntsville, TX 77341-2119
Laverne Warner
Professor of Early Childhood Education
409-294-1120

Texas Association of Future Educators (TAFE)
6 D. Bell High School
1601 Brown Trail
Hurst, TX 76054
Karen Meador
Teacher/Sponsor
817-282-2551

Celebration of Teaching
Lubbock Christian University
5601 West 19th
Lubbock, TX 79407
Joyce Hardin
Dean, College of Education
806-796-8800 x326

Teacher Cadet Core
Lubbock Christian University
5601 West 19th
Lubbock, TX 79407
Annette Mahan
Instructor
806-796-8800 x384

Texas Association/Future Educators
Canyon High School, Comal Independent School District
1510 IH 35 East
New Braunfels, TX 78130
Ruth Deily
210-625-6251

Educators for Tomorrow
Ector County Independent School District
P.O. Box 3912
Odessa, TX 79760
Margie Kearley
Coordinator
915-332-9151

Bridging the Education Scene for Teachers of Tomorrow(B.E.S.T.T.) (Formally Social Studies Major Studies: Teaching)
Plano Senior High School
2200 Independence Parkway
Plano, TX 75075
Linda Whitehurst
Teacher and Advisor of Future Teachers of America Club
214-519-8500 x3403

Bridging the Eduation Scene for Teacher of Tomorrow(B.E.S.S.T.)
Rio Grande City High School
Fort Ringgold
Rio Grande City, TX 78582
Diane Shaffer
210-716-6886

Northside Independent School District
5900 Evers Road
San Antonio, TX 78238
Wayne Dudney
Associate Superintendent Personnel
210-706-8500

Home Economics Elementary
Teacher Assistant
North East Independent School District
8961 Tesoro Drive
San Antonio, TX 78217
Welta Burris
Home Economics Consultant
210-804-7000

University Outreach
Texas A & M University/University
of Texas-Austin
301 S. Frio, Suite 220
San Antonio, TX 78207
Antoinette Morrell
Director
210-220-1280

Filmstrip: "So You Want To Teach"
Southwest Texas State University,
Teacher Center
School of Education
San Marcos, TX 78666
John Beck
Director
512-245-2111

Duck Pals
Taylor High School
3101 North Main Street
Taylor, TX 76574
Dannie Volek
Principal
512-352-6326

Center for Occupational Research
and Development
P.O. Box 21206
Waco, TX 76702
John F. Reiher
Senior Research Associate
800-231-3015

VIRGINIA

Project Ganas
Washingon-Lee High School
1300 N. Quincy Street
Arlington, VA 22201
Carole Lopez
Counselor
703-358-6258

Tomorrow's Teachers Program (TTP)
Virginia Polytechnic Institute and State
University
225 War Memorial Hall
Blacksburg, VA 24061-0317
Sidney E. Crumwell, Jr.
Executive Director
540-231-9689

Teacher Recruitment
Charlottesville Schools
401 McIntire Road
Charlottesville, VA 22902
Barbara Ready
Deputy, Human Resources
804-296-5827

Attracting Students to the Teaching Profession
Fairfax County Public Schools
7423 Camp Alger Avenue
Falls Church, VA 22042
Sylvia Auton
Director, Staff Development/Training
703-208-7825
Helen Copeland
Personnel Director
703-750-8532

Future Educators of America
Galax High School
Maroon Tide Drive
Galax, VA 24333
Evelyn B. Beamer
Teacher
540-236-2991

Future Educators of America Club
Davis Middle School
4135 Todds Lane
Hampton, VA 23666
Sue Whited
Teacher
804-825-4520

Future Educators Club
Loudoun County Public Schools
102 North Street, N.W.
Leesburg, VA 20176
Carol C. Collins
Director of Personnel Services
703-771-6420

National Clearinghouse for Professions in Special Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
Sarah Conlon
Information Specialist
703-264-9477

Virginia Future Educators Clubs
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23216-2120
Thomas A. Elliott
Chief for Compliance
804-371-2522

Tomorrow's Teachers
Norfolk Virginia Polytechnical Institute/ State University
418 Pembroke Four
Virginia Beach, VA 23462
Francine Coward-Reid
804-552-1880

WASHINGTON

Teachers Recruiting Future Teachers
Highline Public Schools
15675 Ambaum Boulevard, SW
Burien, WA 98166
Jacquie Simonds
206-433-0111

Careers in Education
Federal Way School District
31405 18th Avenue South
Federal Way, WA 98003
Dale L. Cope
District-Wide Coordintor
206-946-7216

APPLE (Applied Professional Preparation/
Leaders Education)
North Thurston School District
305 College Street, NE
Lacey, WA 98506
Carolyn Lint
Coordinator
360-412-4462

Teacher Academy
Timberline High School
6120 Mullen Road, SE
Lacey, WA 98503
Patt Hawthorne and Sylvia Olson
Directors
360-493-2938

Career Awareness Program
Edmond School District
20420 68th Avenue W
Lynnwood, WA 98036
Joan Pugsley
206-670-7124

WSU College of Education Student
Recruitment
Washington State University
Cleveland Hall 170
Pullman, WA 99163-2114
Milton Lang
Director of Student Recruitment,
College of Education
509-335-4864

Teaching Academy
Rainer Beach High School
8815 Seward Park Avenue South
Seattle, WA 98118
Sid Schaudies
Program Director
206-281-6963

Teacher Academy
Bethel School District
516 E. 176th Street
Spanaway, WA 98387
Barb Claussen
Director of Personnel
206-539-6000

Future Teachers of Color
Spokane School District # 81
North 200 Bernard Street
Spokane, WA 99201
O.J. Cotes
Coordinator
509-353-5325
O'Neil Vinson
Equal Opportunity Officer
509-353-3301

Teaching Academy
Education Services District 112
2500 NE 65th Ave.
Vancouver, WA 98661
Jada Rupley
Program Coordinator
206-750-7501

Teacher Recruitment Program
OSPI/Wenatchee School District
P.O. Box 1767
Wenatchee, WA 98807
Vicky Trainor
Assistant Superintendent
509-663-8161

WISCONSIN

Department of Human Resources
Madison Metro School District
545 W. Dayton
Madison, WI 53703
Tim Jeffrey
Recruitment Coordinator
608-266-6060

Teacher World
Wisconsin Department of Public Instruction
125 S. Webster Street, Box 7841
Madison, WI 53707-7841
Jim Wickman
Director
608-266-9352

Bilingual Teacher Preparation
University of Wisconsin/Milwaukee
P.O. Box 413
Milwaukee, WI 53211
Sandra Pucci
Director
414-229-5957

Education Career High School Workshop
Alverno College
P.O. Box 343922
Milwaukee, WI 53234-3922
Pam Fredendall
Career Programs Manager
414-382-6009

Education and Human Services
Riverside University High School
1615 E. Locust
Milwaukee, WI 53211
Judy Skurnick
Implementor
414-964-5900 x5120

Future Teacher Institute
University of Wisconsin-River Falls
College of Education/Ames B-130, 11
410 South 3rd St
River Falls, WI 54022
Jose E. Vega
Assistant Dean
715-425-3774
Joan Kennedy
Director of Field Experience

STREAM
University of Wisconsin/Whitewater
College of Education
Whitewater, WI 53190
Donna Rae Clasen
414-472-1960

Teacher Recruitment
Lincoln High School
1801 16th Street South
Wisconsin Rapids, WI 54494
Rod Henke
Associate Principal
715-423-1520 x7100

W

66

Recruiting New Teachers, Inc. Board of Directors

David Rockefeller, Jr., Chairman
Chairman
Rockefeller Financial Services, Inc.

J. Richard Munro, Vice Chairman
Chairman of the Executive Committee
Time Warner, Inc.

A. Richard Belding, Treasurer
Assistant Headmaster
Metairie Park Country Day School

Anthony J. Alvarado
Community Superintendent, District #2
New York City Public Schools

Gwendolyn C. Baker
President and CEO
U.S. Committee for UNICEF

Martin Berkowitz
Senior Vice President
The Prudential Insurance Company
of America

John Clendenin
Chairman of the Board
BellSouth Corporation

Linda Darling-Hammond
Professor, Teacher's College
Columbia University

Therese K. Dozier
1985 Teacher of the Year

John C. Esty, Jr.
Past President
National Association
of Independent Schools

O. Milton Gossett
Saatchi & Saatchi
Advertising Worldwide

Louis Harris
National Pollster

Edward James Olmos
Olmos Productions

Phylicia Rashad

John H. Wherry
President
Parent Institute

William Woodside
Chairman
Sky Chefs, Inc.

David Haselkorn
President
Recruiting New Teachers, Inc.

BEST COPY AVAILABLE

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
September 22, 1998

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Teaching's Next Generation: Five Years On and Growing	
Author(s): Recruiting New Teachers, Inc.	
Corporate Source: Recruiting New Teachers, Inc.	Publication Date: November 1996

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

Sample

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

Sample

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Naomi Housman	Printed Name/Position/Title: Naomi Housman, Staff Associate, Recruitment Programs & Services	
Organization/Address: Recruiting New Teachers, Inc. 385 Concord Ave. Suite 103 Belmont, MA 02178	Telephone: 617-489-6000	FAX: 617-489-6005
	E-Mail Address: nhousman@rnt.org	Date: Feb. 6, 1998

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor: Recruiting New Teachers, Inc.
Address: 385 Concord Ave., Suite 103 Belmont, MA 02178
Price: 6.95 + 3.00 shipping + handling

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Urban Education
Box 40, Teachers College
Columbia University
New York, NY 10027

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com